The Intermediate Department of the Sunday School

LEAVELL

Central BAPTIST
THEOLOGICAL SEMINARY

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(THE) INTERMEDIATE DEPARTMENT of the Sunday School

By L. P. LEAVELL
Field Secretary of the Baptist
Sunday School Board

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title

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INTRODUCTION.

THE modern Sunday school may be likened to a bridge. The ends of the structure rest upon strong foundations and are solidly built. But it grows weaker toward the middle, and the middle span is either missing or full of holes.

Sunday school progress for the past dozen years or more has been first and best in the Elementary Division and next best in the Advanced Division, leaving much work yet to be done in the division that binds together the Elementary and the Advanced. That division—"the middle span of the bridge"—is the Secondary or "teen-age" division, and includes the Intermediate and Senior departments.

It is a common experience to find a Sunday school with splendid Beginners, Primary and Junior departments, and with growing Adult organized classes, yet with a scarcity of numbers, organization, equipment and good teaching in the Intermediate department.

The chief work of the organized classes, so far, seems to be to bring back into the Sunday school through strenuous efforts men and women who were once in the Sunday school as children. Those who are brought back through the strenuous efforts of the organized class come back timidly, realizing the great blank in their lives because of long absence from the Bible school and neglect of Bible study. It is indeed tragic that this period of absence exactly parallels the period of life when study is most valuable and training in Christian service is most easily possible.

The crying need is to stop the hole in the middle of the bridge. To do this, there must be an understanding of the causes of the leakage and the adoption of methods of management and teaching that will work with, not against, the laws which govern the developing life of the pupils.

It is hoped that the studies herewith presented will contribute to that end.

The Intermediate Department.

CHAPTER I.

INTERMEDIATE YEARS.
A Bird's-Eye View.

In the language of the modern Sunday school, the Intermediate years are thirteen, fourteen, fifteen and sixteen. In the language of psychology, they are the years of early adolescence. In the language of pedagogy, they are the years of entrance into the high school. In the language of home and every-day life, they are the years of the big boy and big girl.

1. The continental divide.

Life may be divided into two periods: The period before the age of twelve and the period after twelve. This division is not fanciful, nor artificial; it is based upon reality. Such tremendous physical, mental, social and spiritual changes take place just after the twelfth year that the individual, although the same in name, is very different in other respects. The age of twelve may well be called the continental divide, since it marks the turning point in the chief interests of life.

Before twelve there is the intimate home life, the out-door freedom, the development of the senses, the beginnings of school life, lesson study and the storing of the memory with facts of every kind and class. After twelve, boyhood and girlhood are gone; the innocent, happy, care-free life is over. The individual turns toward manhood and womanhood and for the time being, at least, is a "stranger in a strange land." For the first few years it may well be called "topsy-turvy land."

After twelve begins the period of early adolescence, according to psychology; and adolescence means "growing into,"

being derived from the Latin "adolescere" meaning "to grow into." While this process of growing into manhood and womanhood goes on, nothing is settled. Things do not go smoothly; everything seems twisted. Body, mind and spirit are undergoing a transformation and the individual has the momentous task of becoming acquainted with himself anew. Up to the age of twelve, the individual had just about discovered his best powers of body and mind, and now he is amazed to find the old dependencies uprooted and overturned by the coming in of new, stronger and most strangely insistent powers. These clamor for expression and there is no accumulated experience to guide in giving them expression.

2. Three periods of life—absorption, adjustment and achievement.

Life may be represented by a line divided into three parts. The first is the period of absorption; the second, that of adjustment; the third, that of achievement. Childhood is the period of absorption; youth, the period of adjustment: adulthood, the period of achievement.

During the period of absorption, the child's mind is flooded with information about the world around him. The five hungry senses are the channels through which this information pours in. By the age of six or seven, he is pretty well acquainted in the world. In no other period of life does he gain quite so much information, and certainly never again does he gain it in such large variety. This might be termed the period of "filling-up the brain cells."

During the period of adjustment, the individual learns chiefly by study. He takes up the things he has previously learned by name and now investigates their nature. He learns to distinguish between the safe and the harmful, the pleasurable and the unpleasant, and how to adjust himself to each. The power to do this is accompanied by an interesting development in the growth of the brain. At this stage of life the brain begins linking up its vast number of cells by new fibers, association-fibers—what has been learned during the filling-up process is now worked over, associated and adjusted.

During the period of achievement, which is adulthood, the individual puts into use his powers of both body and mind and his knowledge of the world about him. He begins to achieve his career.

The Intermediate years fall within the period of adjustment. These years mark the beginning of the adjustment process and because it is the period of beginnings, it is the most difficult. There is more to be learned. The breaking-in stage is always trying. Initiation is very pleasant to look back upon, but while the proceedings *are on* the neophyte gets but little pleasure out of them.

So the Intermediate years are the middle ground. Immediately preceding the Intermediate are the Junior years—nine, ten, eleven, twelve. These are the years of early childhood. They are full of fun and frolic, of ever increasing bodily energy; mentally, they are the years of verbal memory at its height. Immediately following the Intermediate are the Senior years—seventeen to twenty. These are the years of mental and physical vigor, the full flower of young manhood and womanhood.

3. A fourfold adjustment.

The Intermediate pupil has to make a fourfold adjustment of his new powers.

First, there must be a physical adjustment. It seems impossible for the big boy and girl to get fixed during this time, for the body, like a sky scraper, is running up its frame work at a tremendous rate, to be filled in later. Arrangements that satisfy this month are out of date next month. Even the voice becomes unreliable.

The growing body naturally develops new powers which clamor for expression. The Intermediate pupil finds himself suddenly possessed with adult powers without experience in controlling them. Adjustment is difficult. It is a period of nervous and muscular education for the adolescent.

Second, there must be a mental adjustment. Mentally, the adolescent is upset. New ideals present themselves and dissatisfaction results. These boys and girls begin to wonder at themselves. They long to be what they now dream of

being, but cannot yet. Doubts creep in and they are subject to spells of moodiness. There is a tendency to become shy and retiring, and they want to be left alone. As nature puts a shell about the embryonic egg, shielding it, so there is the shell of reserve about the growing boy and girl. It should be respected and not ruthlessly broken through. It is needful that they should brood and dream just before emerging into manhood and womanhood.

Third, there is a social adjustment. The adolescent is a strange mixture of shyness and boldness. He is a paradox from any standpoint, but from none more than from the social. Because of self-consciousness, this pupil is inclined to be shy, retiring and even morose; yet warring with this tendency is the desire to be a part of the family councils and to be recognized and appreciated in social circles. If not noticed, there is likely to be boisterousness and explosive speech, with opinions that are as high sounding as they are lacking in experience.

Club and team work are now attractive since these organizations put those of like nature together, ridding the social life of much of its embarrassment and at the same time offering an opportunity for the expression of the newly developed and developing powers that are surging within. The activities of a boys' or girls' club, when properly supervised, are a great safety valve for the relief of pent-up energy, and, at the same time, a powerful agency in directing this energy toward worthy ends. In Sunday school, we call such a club an Organized Class.

Fourth, there is a spiritual adjustment. The social awakening marks the development of the *alter* as opposed to the *ego* —which is but another way of saying that the big boy and girl begin to dream of a life of service for others. It is the time for the life to become God-centered. If not converted, there will likely come a period of conviction for sin. All possible means should be exerted to win this pupil to Christ now, for if this convenient season is allowed to pass unimproved, the years following are likely to be filled with trouble and danger. If already a Christian, the call of God will most likely come to consecrate life and talents, and this call means a searching of the soul. It is a critical time, a time of crisis, whether the

pupil be converted or not. The home, the Sunday school and all church agencies should bend their efforts toward winning and developing the pupil. The boy Jesus, we are told, "increased in wisdom" (mental growth), and "in statue" (physical growth), and in "favor with God" (spiritual growth), and "with men" (social growth). Jesus, the model youth, had this fourfold development. Every normal big boy and girl since has had the same fourfold development—either in right or in wrong directions.

The opportunity of the Sunday school teacher and Intermediate worker today is to understand the growing powers of these pupils, and to help nurture and guide them in their development toward righteousness. The crying need of the Intermediate department in our Sunday schools is for those who will learn to work with the laws of life so as to help and not hinder the highest development of growing boys and girls. The aim of the home, the day school, and the Sunday school should be the same—the development and training of body, mind and soul of each one of the adolescent pupils, for the highest Christian service.

Travelers who have visited Niagara Falls will remember three features of the tour; the beauty and charm of the falls, the whirlpool and rapids, and the peaceful on-going of the river to the open. The Intermediate years might be likened to the second stage—the upheaval of the whirlpool and the rapids.

In order to reach the summit of one of the greatest of the Alps, the climb upward must be made in three stages: the gentle upward slope which brings one to the edge of the plateau; the dangerous journey across the plateau, all rough and seamed with deep gorges and dangerous passes, but which leads out to a safe landing; and, then, the noble peaks beyond. Our Intermediate pupil may be said to have climbed the gentle slope of the foothills, and to have begun the hazardous journey across the uneven surface of the plateau; he will need a faithful and sympathetic guide.

Summary: The Intermediate years are the years of early adolescence and lie just across the continental divide in the life of the individual. These years are the years of adjust-

ment and are preceded by the period of absorption and followed by the period of achievement. This adjustment must be fourfold, physical, mental, social and spiritual, and the pupil needs a sympathetic and faithful guide and helper while the adjustment is being made, because adult powers are being thrust upon him and he has no adult experience in handling these powers.

Having in mind this brief glimpse of the fourfold nature of the Intermediate pupil, it may be profitable to consider a little more in detail the physical side of the pupil and to note some results of this physical development.

4. Physical development and some evident results.

(1) The rapid growth of the body causes the individual to become awkward. Few people grow taller than they are at the close of the Intermediate years. As a rule, children grow rapidly from two to three years old up to seven or eight; here they reach a stationary stage, or plateau, where they rest until about the thirteenth or fourteenth year; then they have another period of growth and get their final height. This rapid upward growth tends to throw the body out of proportion generally. The limbs are too long for the size of the trunk, and the hands and feet are too big for the size of the slender limbs. Hence, the awkwardness of the adolescent. Conscious of it, he becomes self-conscious and ill at ease.

(2) The rapid growth of the body results in increasing appetite and need for sleep. Growth of body is an added burden upon the adolescent. The adult has to work and repair bodily waste; the adolescent has to work, repair bodily waste and, in addition, grow. Hence, the adolescent is always hungry and sleepy. Growth means appetite; appetite means hearty meals; hearty meals mean need for sleep. Hence, the adolescent needs more food and sleep than the adult. The extra task of building up the body is responsible for the need.

No wonder men, when tired and run down physically, love to think of the good times they used to have when boys, eating anything and sleeping any time and anywhere. The pies that mother made! It was doubtless not so much the brand of pies as the ravenous appetite of a growing boy that made

them so good that their memory still lingers. A boy was asked, "What are the three graces?" He replied ,"Breakfast, dinner and supper."

(3) While this process of body-building is on, the individual is lazy and physical energy is at low ebb. For this condition the pupils are not to blame; scolding and punishment, to which they are many times subjected, cannot help them over the condition. Only time can effect the cure. Did you ever hear a parent scold a big boy or girl, saying, "You are the laziest thing I ever saw. You are worse than you were five years ago! You used to be my smart boy, or girl"?

That parent did not stop to think that the heart and arteries of that boy or girl have increased in size enormously in five years. As a child the arteries are to the heart as 25 to 20; in this period, as 140 to 50. Thus, development in adolescence is enormous as compared with childhood. This development consumes bodily energy; the result must be laziness, drowsiness and lack of endurance for long periods.

The beneficial result of this condition is, in the long run, strength-getting. Mother Nature seems to be giving these boys and girls a final stage of relaxation, stretching and strength-getting before thrusting them out into the heavy work of life.

(4) This period of laziness and lessened energy affects the mental condition and activity of the adolescent. This should be understood especially by teachers, both in day school and Sunday school, for it throws light upon the problem of leakage from both.

Teachers should count on what may be called a "slump year" in the experience of this pupil. The exact year may vary; with some it will be between thirteen and fourteen; with others it may not begin until they are about fifteen. But when it does come, it matches that year or more when the pupil grows so rapidly that you can almost see him grow. While this growing spell is on, about the most the pupil can do is to grow. And, naturally, a growing boy or girl will be lazy, preferring to eat and sleep. A lazy, sleepy big boy or girl cannot study very much.

Strange to say, we notice boys and girls of this period going to some day schools with their arms piled up full of books. One of two things may result:

(a) If the pupil lacks the will power to overcome nature's demand for relaxation of body and mind, he will slump in studies and fail to make the grades. What becomes of this pupil *then* will depend upon the sympathy and understanding of teachers and parents. If they criticize and punish, lending no helping hand, the boys especially will give trouble, quit school, and, maybe, quit home, go to work for a small wage and never go back to school. Girls may take the work over and hold on until both body and mental powers are normal and then catch up.

(b) If the pupils are greatly ambitious or urged and coaxed by parents, possibly they may make their grades, but will likely suffer physically; some of them break down nervously. Like whipping a tired horse up a long hill, the after effects are hardly justified by the benefits gained.

Suppose they do not study books very much during this slump period, and suppose they are outwardly lazy—there is an inner mental activity which compensates. This would seem to match the physical result in strength-getting.

(5) It might be only fair to say that the lessened energy is much more outward than inward, and that it relates chiefly to the assigned tasks for which teachers and parents are responsible. Their inward activity is engaged with a task which nature, the great school master of this period, has assigned.

While the body is growing, nature assigns the mental task of working over the accumulation of material gotten during the Junior years of golden memory. This material must be sifted, readjusted and put to the acid test of worthwhileness. The process of association of ideas is on. The adolescent takes stock mentally and has a house-cleaning. When possessed with a dreamy look, let us not shock him, for he is dreaming worth-while things; when absent-minded and preoccupied, remember that he is busy somewhere with a task that is very important for him. He is absent-minded only to the immediate task and call of the teacher and parent. It may be really worth more to the future for this boy or girl to correlate a few new brain cells by dreaming over some past experience or future ambition, than to work a certain problem or run a certain errand. Alfred the Great let the old woman's cakes burn

while he dreamed of a greater Britain. Watts dreamed out the principle of the steam engine while others gossipped about the kitchen fire.

The "tragic age of fourteen".

A modern writer upon criminality uses the phrase quoted, stating that the fourteenth year marks the largest number of "first offenders," and the greatest age of truancy from home and school.

It is also the "tragic age" in the Sunday school, as it marks the beginnings of trouble there; also, it stands as the highest peak of conversion, especially in schools that have not yet developed an aggressive Junior department through whose good work the conversion high peak has been brought down to twelve.

The International Sunday School Association gives out these figures: "Seventy per cent of all conversions occur under twenty years of age, and the critical age is between twelve and sixteen.

"Sixty-eight per cent of all criminals commit their first crime before they are twenty years of age.

"There are more than twenty million boys and girls of the teen age in North America.

"Half a million boys and girls of the teen age drift out of the Sunday schools of North America every year."

Superintendent Maxwell, of the New York City schools, in his annual report for 1914-1915 (pages 272-274), gives the following table based upon the record of 640,000 pupils:

Grade.	*Promoted.*	*Failed.*
Fifth	55.22 per cent	44.78 per cent
Sixth	49.03 per cent	50.97 per cent
Seventh	43.54 per cent	56.46 per cent
Eighth	38.70 per cent	61.30 per cent

According to this table, only 38 out of every 100 pupils were promoted from the eighth grade, showing that at about the fourteenth year more than half of the pupils strike a slump year and need special care.

The publication of such facts as these is but an indication of the general awakening among day school teachers, and it

is interesting to note the steps taken by these experts to stop the leakage.

Less text-book work.

Reducing the text-book work for the eighth grade is a popular plan in high schools. In the place of the omitted text-books there are provided certain practical activities which train the hand and eye more than they tax the brain. For boys, there is the ever-attractive manual work, or shop work, where they receive training in woodwork, brass, clay and the gymnasium; for the girls, there are sewing, cooking, care of birds and plants, decorative work and the gymnasium. For all grades there is superintended play, which is of great value in its all-round development of body and mind.

Such an arrangement takes care of the lessened mental energy in the period when bodily growth is excessive, and ministers to the needs of the growing body, besides appealing to the pupils because of its practical value. Many pupils are thus kept from dropping out of school. The well-known plan of the Junior high school was adopted to induce pupils to stay in school at least until the end of the ninth grade, and secure a certificate, when they might otherwise drop out during the eighth grade. The Junior high school comprises the seventh, eighth and ninth grades, and the Senior high school, the tenth, eleventh and twelfth grades. The Junior high school curriculum does not require the languages necessary for college entrance, but offers electives of a practical nature, such as book-keeping, shorthand and typewriting, which prepare for practical business careers. The Senior high school curriculum requires the languages and other studies necessary for college entrance.

The Junior High School.

By means of this Junior high school curriculum, many pupils, who would likely break down in the eighth grade because of the languages and difficult mathematics, are able to remain in school, complete the work of the eighth and ninth grades, receive a creditable certificate, and go out with training for business and good citizenship, to say nothing of the feeling of satisfaction because they completed with success a given course.

Into communities where the day schools are not thus aggressive, go the agents of boys' preparatory schools and girls' board-

ing schools and such schools grow rich by the attendance of pupils who broke with things at school and often at home because they failed in their studies. These boarding schools are wise in providing a rather easy curriculum for the first year or two, while stressing regular hours, wholesome food, plenty of exercise of the right kind, and, above all, a cheerful atmosphere; all of these minister to the lazy pupils' needs and help them tide over the slump period. When things are again normal with them, they become capable of splendid mental work.

5. What is the Sunday school teacher to do with pupils afflicted with lessened energy?

First of all, it is essential that the teacher understand the physical causes of this condition. Growing out of this understanding there will be sympathy for the pupil and patience with him. If men teach the boys and women teach the girls it will be possible for the teachers to think back to their own experiences at this time of life. It is passing strange that many parents and teachers fail to think back, and as a result they lack sympathy and patience. A Sunday school teacher of this type is a failure to begin with.

Again, the teacher must put forth every effort to hold the pupil in spite of all else. To lose is to cut down the tree. These boys and girls are the only material out of which men and women can be made. To lose them is to abandon hope for fruitful Christians in the future. The teacher's best chance to hold them often lies along the line of friendship and companionship which are most desired at this time by these boys and girls. A girl once asked in despair, "Why don't teachers understand girls?" If that feeling of understanding can be established, all will doubtless go well. Many times these boys and girls are not understood in their homes, and the teacher has the great privilege of winning their confidence and steadying them in this time of storm and stress.

The *wrong way* is to blame the pupils for the unsettled condition they are in, and to tease them about their ill-at-ease manner, uncertain voice, etc., thus adding to their embarrassment. The *right way* is the kindly way, the helpful way, no matter in what direction it may lead. There is a "key" to each life.

Find it. It pays to look long and well. The pupil really wants sympathy and yet, being a "bundle of contradictions," tries the sympathy of all who deal with him. But once up this hill of difficulty and the road stretches away, ever smoother and better, toward the years of achievement in young manhood and womanhood.

Hope in better methods.

And, again, the teacher is to do the best that can be done with the pupils while holding them. There will be some gains. They can't stand still. There is hope in the better methods of teaching. Teachers are learning to present Bible truth to these pupils from the point of view of the pupil's interests, rather than from the teacher's pleasure. Teachers are thinking in terms of the pupil's life. Hence, modern lesson material is adapted to the pupil's interest and understanding; no longer do we try to force adult lessons upon Intermediate pupils. Modern teaching methods lead the pupils to exercise their investigative instincts, to discover truth, and to express it in their own lives through hand-work, story-work, collecting and arranging material; good deeds are wrought through plans of their own, centering in the class organization. The teacher ceases to become a lecturer and conducts lesson study upon the basis of the co-operative method.

May the Intermediate workers of the future and all who love these boys and girls for what they may be to the kingdom of God, lay hold of this task with renewed vigor, determined to study the problem and work at it until we succeed in holding these pupils, and while we hold them, to train them in Christly deeds; for out of big boys and girls, solely and only, can there come those heroic men and women who will be the heralds of the gospel to the ends of the earth.

CHAPTER II.

A GLIMPSE BOTH WAYS.

HAVING had a bird's-eye view of the Intermediate years, it may be profitable to look back at the Junior department, out of which the adolescents have come; then look forward to the Senior department, into which the adolescent is going.

1. The contribution of the Junior department.

The Intermediate workers must build upon the foundations laid by the workers of the Junior department. There should be neither break nor strain in the transfer from the Junior to the Intermediate, but a continuous process.

The old way was to keep the growing boy and girl in the "infant class" until they were about twelve or thirteen, when they rebelled; then they were placed out in the main school, where they were allowed to drift further and further back; they were not especially thought of until they were missed. Have you ever noticed that the "bad boys' class" usually assembles close to the exits?

The better way, we have learned, is exemplified in our modern Junior department. At the age of nine, pupils are promoted from the Primary department into the Junior, where they remain until they complete the work for the twelfth year. Just as adolescent traits begin to assert themselves, they are promoted into the Intermediate department, to be taught and trained by teachers experienced in the needs of the early adolescent.

The Junior department work prepares the pupil for Intermediate department work, just as the grammar school prepares for the high school. Teachers in the Intermediate department should know what has been taught in the Junior department.

Note some kinds of work done in the modern Junior department:

(1) Memory work. If the work of the Junior teachers has been at all well done, we may expect the Intermediate pupils to have a rich store of memory work. The Junior years are the golden age of verbal memory. The Junior pupils memorize with ease and their minds are like wax to receive. Junior pupils will memorize something, and would as soon memorize what is good and valuable as what is evil and worse than useless, if the proper motive to memorize the good is supplied. The teacher's place is to supply this motive. Both in day school and Sunday school, Junior pupils should be encouraged to memorize the choicest gems of biblical and non-biblical literature.

If the Intermediate pupils have come through a Junior department where graded lessons are taught, or where graded supplemental work is taught, they should know the general divisions of the Bible, the names of the books of the Bible, the leading points of Bible history in both Old and New Testaments, and, above all, they should know several hundred memory gems with their location in the Bible.

The following is an outline of the Graded lessons for Junior pupils:

OUTLINE OF JUNIOR GRADED LESSONS

COVERING THE BIBLE BY PERIODS.

AGE 9	AGE 10	AGE 11	AGE 12
1 *Old Testament:* Beginnings.	1 *Old Testament:* Conquest	1 *Old Testament:* United Kingdom	1 *New Testament:* Mark
2 *Old Testament:* Patriarchs	2 *New Testament:* Boyhood of Jesus	2 *Old Testament:* Divided Kingdom	2 *New Testament:* Mark
3 *Old Testament:* Moses	3 *New Testament:* Early Followers	3 *Old Testament:* Prophets (8) Practical Lessons (4)	3 *New Testament:* Acts
4 *New Testament:* Parables (8) *Old Testament:* Moses (4)	4 *Old Testament:* Judges	4 *Old Testament:* Exile (8) New Testament Times (4)	4 Winning Others (8) Bible Outlines (4)

MEMORY WORK FOR JUNIOR DEPARTMENT

First Year Junior:

1. Names of books of the Bible in groups.
2. Psalms 1, 121, 107: 1-8.
3. The Ten Commandments.
4. The Beatitudes.

Second Year Junior:

1. Christian's armor—Ephesians 6: 13-17.
2. Benedictus—Luke 1: 76-79.
3. Nunc Dimittis—Luke 2: 29-32.
4. Psalms 121-123.
5. Hymn—"Onward Christian Soldiers."
6. Geography of the Holy Land.

Third Year Junior:

1. Psalms 27: 1-4; 15: 1-7.
2. The Love Chapter—1 Corinthians 13.
3. Contents of Books of Old Testament.
4. Hymn—"How Firm a Foundation."

Fourth Year Junior:

1. Hymn—"From Greenland's Icy Mountains."
2. 1 Corinthians 15: 55-57; Psalm 119: 9-16.
3. Contents of Books of New Testament.
4. Scrap-book of the Life of Christ.

Concerning this material to be taught to Juniors, note several points:

(a) That these lessons are historical and chronological; the Junior pupil has developed the historical sense.

(b) That these lessons cover the Bible by periods, giving a bird's-eye view of the entire sweep of Bible history; the method is telescopic rather than microscopic, since Junior pupils are not yet in the reasoning period when a discussion of minute details is interesting.

(c) That the memory work for each year provides drills upon some of the books of the Bible or their contents, memory selections from the Psalms and other choice passages, and standard hymns for memorization.

(2) Certain valuable habits. In a well-conducted Junior department, the pupils are trained in certain valuable habits, such as (a) punctual attendance, (b) Bible bringing, (c) lesson study, (d) regular giving, no matter how small the amount, and (e) attendance upon the preaching service at least once on Sunday. These points make up what is called the "Six Point Record System," and are emphasized each Sunday in the class reports and the departmental reports; also monthly or quarterly reports are made to the parents.

Per centum credits.

This system is made effective in its appeal to pupils by giving certain per centum credits for each point, making a possible total of one hundred for each Sunday. For example, the following per centum credits might be given: Attendance, 30 per cent; on time, 10 per cent; Bible, 10 per cent; studied lesson, 10 per cent; offering, 10 per cent; and attendance upon preaching, 30 per cent. Any other adjustment of these per centum credits may be made at pleasure, shifting the heavy credits to such points as may need to be improved upon.

Four years of emphasis upon these things with the proper featuring from the platform by the superintendent, will result in these habits being formed. These are character-building habits and well worth the time and thought given by teachers and officers to make them popular with the pupils.

(3) Handwork and expressional activities. In the modern Junior department, successful teaching is no longer by the lecture method. The teaching method of the Primary department, in which the teacher tells the story and does most of the talking, must be reversed in the Junior department. The most successful Junior teachers talk as little as possible and plan so as to get the pupils to express themselves. Two fundamental principles of Junior teaching are: Drill upon memory work, and doing the handwork. In each of these the teacher leads the pupil into activity.

In day schools, Junior pupils are led by their teachers into self-expression through the writing of essays, compositions, and original exercises. The teachers do not lecture to their pupils. So in the best Junior departments in Sunday schools, a large part of the class work may be pad-and-pencil work, or black-

board work by means of which the pupils reproduce in writing or diagrams what they have been led to learn. The graded lessons make a large provision for such work as this.

"Learn by doing" is the fundamental principle of the great Froebel, and is the principle upon which the successful Junior and Intermediate teacher must proceed. "You sit still while I instill," is the motto of the teacher who fails. This means a repression of the pupil's activities and is flying in the face of nature's laws. "Impression must lead to expression, or it ends in depression."

Intermediate teachers should build upon the work of Junior teachers in this matter of handwork and expressional activities; and they should seek to lead their pupils into more extensive efforts because of their increasing capabilities.

(4) Conversion. The glory of the modern Junior department, which stresses the memory gems teaching repentance and faith, is that the majority of the pupils are converted before they are promoted into the Intermediate department. The age of fourteen was, for a long time, given as the height for conversion—the mountain peak about which the largest number of conversions cluster. In schools having efficient Junior teaching, this high peak of conversion has been brought down to the age of twelve; there is possibly no more notable achievement of the modern Sunday school than this.

Hence, Intermediate teachers should expect their pupils to be converted; if any should not be Christians, either because they have not had advantage of good Junior teaching or because they were not converted while Juniors, these should become the special burden of the Intermediate teacher. The Intermediate years are for the unconverted ones a time of crisis. Each Sunday the appeal to accept Christ should be made to them. If they were not won by the appeal made to the whole department when they were Juniors, the separate class room for Intermediates will help the teacher in making the appeal very personal and definite during the Intermediate years.

Those who are Christians should be developed in Christian service, through the activities of the organized class. No Intermediate teacher should be indifferent to this matter. If

these pupils are not developed while they are Intermediates, it is equally a time of crisis, for to remain idle as a Christian, for three or four years after conversion, means the loss of the best years in which to learn skill and efficiency in Christian service.

(5) Trained in promotion. The Junior department teaches the pupil the value of annual promotion. The best work is done when a teacher teaches the same age, or grade, year after year. At the end of the year, the pupils are promoted to the teacher of the next higher grade. In our best Sunday schools, there is little or no question now about the advisability of a teacher's remaining stationary while the pupils are promoted annually.

Only by this plan can the teacher have a chance to master thoroughly the lesson material and teaching methods which are best suited to the pupils of a given grade. No one can be expert all along the line. The correlary of this is that only by this plan can the pupil be in the hands of expert teachers year by year.

The pupils themselves never object to promotion. They are accustomed to it in the day school and appreciate it in the Sunday school. Variety is the spice of life with them; they cannot stand still. If any trouble about promotion arises, it is usually because the teacher has spoken of the "pain of parting," or some such idea; it is not the pupil's fault. A teacher can mold opinion of a class upon this matter by pointing the class to promotion day and making them enthusiastic over it, rejoicing with them in the fact that they will receive honors upon promotion day. And, too, the teacher can satisfy any parent of a pupil who does not understand the value of annual promotion. In a good Junior department all this is done, and both parents and pupils expect annual promotion.

Promotion essential for Intermediates.

In the Intermediate department annual promotion is all the more necessary because the pupil is in the most unsettled time of life. Change is the biggest thing in the experience of the adolescent boy and girl. They tire quickly. That teacher does a great piece of work who can make one year's course of study attractive and helpful. This will likely be all that

is possible for the average teacher. The first year's work will be an experiment; the second year's teaching of the same course should give a certain amount of skill; and should the teacher continue teaching for another year or two, the succeeding years should be really helpful in the highest degree to the pupil because of the teacher's increasing skill. The average term of service of Sunday school teachers today is estimated at four years. So, when a teacher has about learned to teach a given year's work, something is likely to happen to cause a change.

It is better for the pupil to have the impact of four trained teachers with their different personalities, in four years, than to have the influence of only one teacher for four years. Possibly one reason why the Intermediate period has been the leakage age in the past is that the pupils were kept under one teacher who did the same thing in the same way, Sunday after Sunday, until the pupils became tired of the monotony.

If there should happen to be only one good teacher in an Intermediate department, annual promotion would make it possible for each pupil to spend one year under that good teacher.

(6) Class organization. Good Junior department work today involves class organization as a means of satisfying and utilizing the chummy nature, or gang instinct, of adolescent boys and girls. The social nature of these pupils demands that they play together and work together. The love for organization is evident, especially in the last two years of the Junior department. To be sure, it is but the beginning of organization, yet it serves a valuable purpose.

In organizing the Junior classes, the teachers always take the lead. In some cases, it is found best to have no president of the class, since jealousies may arise among the pupils. The teacher may best act as leader, appointing committees to act for one week, assigning them definite tasks and dismissing them on the following Sunday, when they report.

Directing Junior activities.

By means of class organization a Junior teacher can direct the activities of the entire class more easily than he can the energies of the members separately. The class spirit will sweep all the members along. It is easier to drive a whole drove of ponies down a road than to drive one alone.

A class of Junior boys had the habit of coming into Sunday school one at a time, the first one arriving as the opening song began and the last one getting in about the time the opening service was over. The teacher one morning told the story of Gideon's band, with the motto, "Every man in his place, round about the camp." He organized the class into a Gideon's band and they accepted the motto. Next Sunday they were all in their seats before the school opened, waiting for the superintendent to start up.

Through class organization, in the Junior department, the teacher may accomplish mainly such ends as control, directing the week-day activities, preventing association with undesirable sets or clubs, and developing loyalty to church and Sunday school by having the pupils do errands for pastor and superintendent; in these ways utilizing their activities so as to keep the Sunday school and church constantly in their minds.

Class schemes for Juniors.

Schemes for organized classes of Juniors are abundant. Much variety is possible and the best scheme for a given class is the one the teacher and class work out themselves to fit their needs. However, the Intermediate teacher may expect that the class, when they were Juniors, had an organization something like those that follow. Each has a suggestive name, a worthwhile motto, and an aim that Juniors may work toward, a Scripture verse and a song suggestive of devotion or activity.

FIRST GRADE JUNIOR, 9 YEARS OLD.

Pin. No. 300.

BOYS 9 YEARS OLD, No. 1.

Name: Boys' Cadet Corps.
Colors: White, blue and orange.
Motto: Busy, Cheerful, Courageous.
Aim: Ready for service.
Verse: Here am I, send me (Isa. 6: 8).
Song: Make Me a Channel of Blessing.

Pin. No. 301.

BOYS 9 YEARS OLD, No. 2.

Name: On Timers.
Colors: White, green and orange.
Motto: Better Never Late.
Aim: To be on time at every engagement.
Verse: They that seek me early shall find me.
Song: Just When I Need Him Most.

GIRLS 9 YEARS OLD, No. 1.

Pin. No. 302.

Name: Willing Workers.
Colors: White, green and orange.
Motto: Work to Win.
Aim: To do the best I can, where I am, with what I have, for Jesus Christ, today.
Verse: Do with thy might what thy hands find to do.
Song: Lifetime is Working Time, or, We'll Work Till Jesus Comes.

GIRLS 9 YEARS OLD, No. 2.

Pin. No. 303.

Name: Wide Awakes.
Colors: Red, blue and yellow.
Motto: Watch and Work.
Aim: To see and seize every opportunity.
Verse: As ye have opportunity. (Gal. 6: 20.)
Song: When Jesus Comes to Reward His Servants.

SECOND GRADE JUNIOR, 10 YEARS OLD.

BOYS 10 YEARS OLD, No. 1.

Pin. No. 304.

Name: Blessing Bearers.
Colors: Navy blue, yellow and white.
Motto: Carry Untold Blessings.
Aim: To make the world better.
Verse: A merry heart doeth good like a medicine.
Song: Keep the Heart Singing all the While.

BOYS 10 YEARS OLD, No. 2.

Pin. No. 305.

Name: Up Streamers.
Colors: White, green and yellow.
Motto: The Winds were Contrary.
Aim: Never give up.
Verse: I will strengthen thee.
Song: Pull for the Shore, or, Jesus, Saviour, Pilot Me.

GIRLS 10 YEARS OLD, No. 1.

Pin. No. 306.

Name: Busy Bees.
Colors: Gold, white and blue.
Motto: Bending Every Effort.
Aim: Give every flying minute something to keep in store.
Verse: The night cometh when no man can work.
Song: Work for the Night is Coming.

GIRLS 10 YEARS OLD, No. 2.

Pin. No. 307.

Name: Truth Seekers.
Colors: Light blue, gold and white.
Aim: To know the Bible and obey its teachings.
Motto: Buy the Truth and Sell it Not.
Verse: John 17: 17.
Song: Precious Book.

THIRD GRADE JUNIOR, 11 YEARS OLD.

BOYS 11 YEARS OLD, No. 1.

Pin. No. 308.

Name: Race Runners.
Colors: Green and yellow.
Motto: Always Striving.
Aim: To win the race; to wear the crown.
Verse: Run with patience. (1 Cor. 9: 24.)
Song: On to Victory.

BOYS 11 YEARS OLD, No. 2.

Pin. No. 309.

Name: Loyal Soldiers.
Colors: Dark blue, red and white.
Motto: Fight the Good Fight of Faith.
Aim: To obey the King's commands.
Verse: Put on the whole armour of God.
Song: Loyalty to Christ.

GIRLS 11 YEARS OLD, No. 1.

Pin. No. 310.

Name: Bible Learners.
Colors: Green, white and yellow.
Motto: Learn to Do Well. (Isaiah 1: 17.)
Aim: We study that we may serve.
Verse: Open thou mine eyes that I may behold wondrous things out of thy Law. (Psalm 119: 18.)
Song: Holy Bible, Book Divine.

GIRLS 11 YEARS OLD, No. 2.

Pin. No. 311.

Name: Cheerful Helpers.
Colors: White and yellow.
Motto: For Others.
Aim: To lend a helping hand.
Verse: Be not weary in well doing.
Song: Make Me a Channel of Blessing.

FOURTH GRADE JUNIOR, 12 YEARS OLD.

BOYS 12 YEARS OLD, NO. 1.

Pin. No. 312.

Name: King's Sons.
Colors: Red, green and yellow.
Motto: On Business for My King.
Aim: To walk worthy of the vocation wherewith we are called.
Verse: Thou art a son; if a son, then an heir. (Gal. 4: 7.)
Song: I'm a Subject of the King of Kings.

BOYS 12 YEARS OLD, NO. 2.

Pin. No. 313.

Name: Light Bearers.
Colors: Blue and gold.
Motto: Drive Out the Darkness; Let in the Light.
Aim: To send the Light.
Verse: Arise and shine, for thy light is come. (Isaiah 60: 1.)
Song: There'll Be No Dark Valley When Jesus Comes.

GIRLS 12 YEARS OLD, NO. 1.

Pin. No. 314.

Name: Dorcas Class.
Colors: Red, white and yellow.
Motto: Full of Good Works.
Aim: To help the needy.
Verse: Pure religion and undefiled—to help the widows and orphans in their affliction. (James 1: 27.)
Song: Help Somebody Today.

GIRLS 12 YEARS OLD, NO. 2.

Pin. No. 315.

Name: King's Daughters.
Colors: White, gold and purple.
Motto: In His Name.
Aim: To please Him.
Verse: Teach me thy ways, O Lord. (Ps. 27: 11.)
Song: I'm the Child of a King.

To sum up: We have noticed that a well-conducted Junior department makes valuable contributions to the Intermediate department in the following points:

(a) A rich store of memory work, including both Bible facts and memory gems.

(b) In laying foundations for habits of attendance upon Sunday school, with Bible in hand, a studied lesson, regular offerings, and attendance upon the preaching service.

(c) In training the pupils to do hand work as an expressional activity.

(d) In winning many of the Junior boys and girls to Christ.

(e) In training them in the promotion idea.

(f) In training them in the activities of the organized class in its simpler forms.

This is indeed a rich contribution; it should not be allowed to go to waste during the Intermediate years; it must be conserved and built upon; the Intermediate teacher has the task of erecting the walls of the building upon a splendid foundation laid by the Junior workers.

In doing this, it is evident that the Intermediate workers must go at the task with energy and consecration; they must master the principles of success with their pupils. No lazy person has a chance to succeed with the Intermediate pupils. As the Junior workers have learned to meet the needs of the Junior pupils, so the Intermediate workers must learn, through study and patient practice, to meet the needs of the Intermediate pupils.

2. A glimpse at the Senior department to which the Intermediate department must contribute.

The modern Senior department is organized and conducted upon lines which are congenial to young men and women. Its age limits comprise the years seventeen to twenty. It is not necessarily graded into a class for each year, although it may be if found desirable. A single class may have in it all the ages of the department.

Class organization and congenial activities form the basis of the work of the department. The aim is to train the members of the department for efficient service in the Sunday school as officers and teachers, and for any other call that comes to them for Christian service.

The Senior department offers to the graduate of the Intermediate department certain opportunities which are necessary

in the development of Christian character and in training for service. Prominent among these are:

(1) The opportunity to exercise the increased powers, both mental and physical, which have developed during the Intermediate years. In the Senior years, these powers are at their height and need to be put to use. Seniors can do things in the business world all the week long; why not be doing something for the Lord?

The Senior department offers two kinds of activity: Class-building through the work of the organized class, and lesson study of a definite type. Into these two activities, both of which are essential and fundamental, the most gifted and energetic young people of our churches may put all of their best efforts. Each contributes to Christian efficiency.

(2) The opportunity to make real in their lives their day dreams about heroic living. In the Senior years, chiefly, comes the response to the call for sacrifice because of love. Young men respond to the call to arms; young women nurse the sick and live sacrificial lives to help their loved ones. In Christian service practically all volunteers for difficult and dangerous tasks are from among the young people of the Senior years.

Many young people hear voices calling them into sacrificial Christian service, and need only to be brought face to face with duty to decide the matter. Missionaries, preachers, trained nurses, Sunday school workers, tithers, stewards of the Lord's goods—all these are most easily made during the Senior years. In the providence of God, it seems that when the powers of body and mind and heart are ready for service, then the call to service comes.

(3) The opportunity to train for Christian service. Every Christian, no matter how gifted, needs special training for Christian service. If, as just suggested, the call has been heard and rightly answered, the next step is to train for the service involved in the call. This opportunity is afforded the Senior pupil in the Sunday school, and the Seniors, best of all, can be trained. During the Senior years skill in service can be most easily acquired.

The organized class is the chief means of training in the Senior department. Through organized class activities there

is training in winning others to Bible study, training in maintaining fellowship, and in developing comradeship; training in personal Bible study and in the mastery of fundamental Bible teachings.

Further, the modern Sunday school offers to the Senior department the opportunity for special training for the work of officers and teachers; this it does through its teacher training courses. The Baptist Young People's Union is especially designed for Seniors and offers training in active service as church members. This particular kind of training can be had nowhere else.

Upon what may we base our hope that, in the future, we may have an adequate supply of trained workers in our Sunday schools and churches? Upon what, if not the fact that, with adequate departmental work, we may develop our boys and girls through the Junior and Intermediate departments according to their needs and pass them up to the Senior departments to be trained for special service?

If we lose them during the Intermediate years, our hope breaks down in the middle.

3. May we hope in the future to stop the leakage from the Intermediate department?

Too long have Intermediate workers simply admitted that we have a problem in this matter of leakage. The loss from our Sunday schools during the Intermediate and early Senior years is variously estimated. Some say we lose one out of every three; others say three out of four; others say seventy per cent of the boys and sixty per cent of the girls. Others say that the leakage is to be charged up to the early Senior years rather than to the Intermediate years.

Intermediate workers must do their part in stopping this leakage. Too long have they simply thrown up their hands hopelessly. To admit the problem and to do nothing about it is useless. Some are now insisting that the real problem is not a boy and girl problem, but a man and woman problem. Boys and girls have been the same in all the centuries, through all the generations. The leakage is due to the fact that men and women have been slow to discover the essentials upon

which success may be achieved and to work in harmony with these essentials. The need today is for trained hands to grapple with a serious situation.

To those workers who have been led to realize the extent of the loss, and its meaning to the pupils who are lost, and its meaning to the future of our churches, to those it is a real challenge to the noblest effort.

Needed contributions.

To discover the methods that will hold in our Sunday schools the big boys and girls is, perhaps, the *greatest single contribution* that can be made to the work of the modern Sunday school.

(1) Some plans for stopping this leakage have been tried with success. Note a few of them:

(a) Separate class rooms. By watching the self-conscious Intermediate it has been discovered that he is usually the last one to enter buildings where religious services are held; that he usually sits at the back of the house, and is usually the first one to get out.

The plan of the Intermediate department was hit upon. This got the pupils of like kind together; provided separate class rooms as a means of ridding these pupils of embarrassment, and as a means of giving the teachers of these pupils a chance to get attention and teach directly and effectively.

The old time Sunday school had no Intermediate department, but allowed these pupils to drift about until they drifted out. There is hope today in the fact that the Intermediate department has come to stay. It is architecturally a part of our modern Sunday school buildings, has its necessary number of separate class rooms, and is being managed by a growing number of capable workers. Perhaps the greatest need is to stimulate these workers to do the character of work of which they are capable, through study and application.

(b) The organized class. By watching the play-life of Intermediates, it has been discovered that they love to play in teams. Sunday school workers decided to capture the team and the team idea and used class organization as a trap.

(c) Hand work and expressional activities. By watching the pupil's every-day life, it was discovered that he is always

doing things. Energy and ability must find an outlet. Intermediates will not be still. Sunday school teachers began studying methods of teaching by which the pupils' energy could be utilized. This resulted in the introduction of hand work, supplemental work, and expressional activities.

(d) Graded lessons and promotions. By consulting the day school teachers, it was found that results could be gotten in lesson study by giving the pupil a clear understanding of the task required and by suitably complimenting, or in some way recognizing, all who accomplished these tasks. Sunday school workers mapped out a definite course of study for each year, which, if successfully accomplished, would lead to promotion with a certificate of honor.

(e) Exercises in which all may join. By watching the every-day life of these pupils, and by consulting their tastes as to music and as to the general opening service of the Sunday school, it was found that Intermediates preferred stirring music, Bible drills in which they can participate, and general exercises in which the whole department may join every Sunday. Intermediate superintendents began to put time and thought upon appropriate opening and closing services for Intermediates.

(f) Men can best teach boys; and women can best teach girls. By watching the every-day life of these pupils, it was discovered that boys could be led into almost any kind of activity by a capable, vigorous young man, and that girls would follow the leadership of an attractive young woman. By investigating public school records, it was discovered that boys thin out in the upper grades if their teachers are women and if they must sit in the room with girls.

Sunday school workers began appealing to young men to train themselves for teaching and leading Intermediate boys. There is usually no special trouble in getting ladies to work with girls.

By some such means as these just enumerated, Intermediate workers are hoping to hold the big boys and girls through the Intermediate years, teaching and training them while they hold them, and to pass them up to the Senior department for special training in the larger activities which are possible to Seniors.

CHAPTER III.

SOME MENTAL AND SPIRITUAL TRAITS OF INTERMEDIATE PUPILS.

IN the previous chapters there was given a bird's-eye view of the Intermediate years, with some discussion of the physical changes incident to this period, and some of the attendant results. Also there was given a study of the Junior department and its contribution to the Intermediate department; then a glimpse of the Senior department into which the Intermediate pupil is to go.

In this chapter attention will be given to some of the Intermediate pupil's mental and spiritual traits, with suggestions as to the methods best adapted to these traits.

1. Why study the pupil's characteristics?

(1) Because, in all matters of organization, equipment, and management, the pupil's needs must be the guide. The old-time way was to spend time trying to force the pupils into the teacher's mold. The modern departmental Sunday school reverses this process. It sets the pupil in the midst, where Jesus set him, and carefully studies his nature, habits, speech; from this knowledge it forms its plans. Instead of insisting that live pupils "be still" and "don't," provision is made in each of the departments for having the pupil "do;" for by doing, only, are the pupils kept happy and led to learn.

The modern departmental organization is built around the pupil and for the pupil. Everything in the department is planned to meet the need of the pupil's mind or heart or hand. No method of organization or management can stand unless it directly ministers to the pupil's interest and activity.

(2) Because, in successful teaching, a knowledge of the pupil's life must be the guide. Real teaching must interest the pupil and cause the pupil's mind to arouse itself, reach out,

take hold of, and appropriate Bible truth. Both in selecting the lesson material and in determining the method of presenting it, a knowledge of the pupil's need must be the guide. The lecture method does not interest children, and fairy stories do not appeal to adults. Why? Because of the difference in the pupils.

There is nothing more fundamental in modern Sunday school work than this—a knowledge of the pupil's needs must determine both the selection of lesson material and the choice of teaching methods. Hence, a fundamental principle in the Sunday school world today is: the need of the pupil is the law of the teacher.

The chief concern of the Sunday school is the pupil and his needs. The pupils are first in importance, not the teacher, not the superintendent, and not the pastor. Everything centers in the pupil. The nature and needs of the pupil determine the kind of lessons that are used, the methods that are employed, the arrangement and equipment of the building, and all the plans that the Sunday school carries out.

Hence, the modern Sunday school is organized departmentally, and in each department are used methods of teaching and organization especially adapted to the life of the pupils within it.

2. Attention.

The Intermediate pupil has the ability to pay voluntary attention. The teacher must supply the motive.

Voluntary attention is the kind that is given by force of will. It is possible only when one has learned to fix the mind upon a given subject. Involuntary, the opposite kind, is that which is attracted and given without effort on the pupils' part.

The rapid development of the Junior period brings the big boy or girl to the Intermediate years with the ability to pay voluntary attention. This faculty is greatly strengthened by the development of the reasoning faculty.

The reasoning faculty develops along with the power of association of ideas, and the linking up of the brain cells, each with the other, by means of "association fibers."

Since the Intermediate pupils have this power developing, they can detect qualities and relations; they can see the connection between cause and effect. The teaching now needs to be a little more systematic and to deal a little more in explanation. The teacher will often have to answer the question "why?". Pupils must not be asked to believe things on the mere say-so of others.

An Intermediate boy said of his teacher: "I don't like my Sunday school teacher." "Why?" he was asked. He answered: "Because she don't think we know anything. You ought to hear her using big words and never letting us talk. She expects us to swallow all she gives us, and never asks a question. Now, who wants a teacher like that?"

The boy's criticism was just. Intermediate boys and girls will no longer listen with open eyes to the sage remarks of an adult. This teacher did not give the pupils credit for any ability to reason. She was not doing any real teaching.

An earnest teacher of young women had a problem in a restless and apparently indifferent pupil. The teacher asked the superintendent to take her out of the class. On going into the class room, the superintendent picked up an old quarterly with the girl's name on it. Turning the pages, he was amazed to see written all over it notes, outlines, deductions and quotations bearing on the several lessons. These notations would have done credit to a student of theology. When the teacher saw them she woke up; her task afterward was to utilize a real student who was doing some independent thinking.

On the basis of the pupil's ability to pay attention and to reason, note two essentials:

(1) The teacher's attitude toward the growing intellectual power of the growing pupil should be, certainly, a frank recognition of it. Admit certain facts; childish interests have passed away; toys, myths and fairy tales no longer hold the center of interest. Judgment has awakened and reason now holds sway. The critical faculty has developed. Sizing up things is a habit with Intermediates and gives them pleasure.

(2) A change of method should follow this recognition of the pupil's intellectual power. The teacher who is successful

now must learn to say, "Don't you think so?" rather than, "Because I say so." The pupil's mind is not now satisfied merely by the say-so of another.

"Because I say so" puts the teacher above the pupil and creates an offishness, if not actual antagonism; the pupil's first inclination is to differ and to argue the matter. "Don't you think so?" puts the pupil on the same plane with the teacher and creates comradeship and the basis for a friendly exchange of views.

It is a sad spectacle when a teacher of Intermediates cannot appreciate their growing powers and understand their inherent critical faculties. Where this is true, antagonism usually develops, often culminates in a break, and the consequences are tragic. The brightest pupils quit unless a better teacher is available.

In dealing with a pupil who is developing the power to reason, the first step to success is the creation of a spirit of comradeship and common interest between teacher and pupil. When this step is taken, the real work of teaching easily follows.

The growing powers of Intermediate pupils are to be cultivated, not ignored. Their minds, like their bodies, demand two things: food and exercise. Happy is the Intermediate teacher who has learned how to meet both these demands.

In the light of the Intermediate's ability to pay attention, teachers have found some methods to work with success. For example:

(a) Each Sunday make definite assignments of work to each pupil for the next Sunday. Expect real study and call for the results of their work, complimenting those who do it well. Graded lessons for these years call for home study. Make large use of it. Do not suffer in this matter by comparison with the pupil's day school teacher.

(b) Use the concrete in teaching. Map work, charts, blackboard outlines, object teaching, and any kind of handwork will always interest big boys and girls. Have the pupils do as much of it as possible in class. Their crude attempts are worth more, to them, in development than an artist's finished work. Since the Intermediate lesson material is chiefly

biography, telling the life story of characters proves a most delightful exercises for the class.

(c) Each pupil has a gift or talent. Certainly the teacher should seek to discover the talent of each pupil and lead him to use it. This means teaching according to the interest of the pupil, and interest is the magic key to the pupil's attention and application.

3. Investigation.

The Intermediate pupil has an investigative mind. This is a development of inherent curiosity.

The Junior pupil is inquisitive, asking all kinds of questions so as to get information. The Intermediate goes deeper, having developed the ability to find out some things for himself through searching for information.

Investigation means "inquiry into a matter of knowledge, step by step, or track by track." Investigation is a mental tracking of facts. It is the picture of a hunter following the foot prints of his game.

(1) The Intermediate pupil exercises the power of investigation along two general lines, as follows:

(a) The investigation of nature. Big boys and girls love to watch the building of a bird's nest, the nesting habits of the parent pair, and the rearing of the young. Boys collect birds' eggs, properly arranging them and naming them. One pupil will find pleasure in investigating insects, another in studying flowers, another in studying minerals.

This kind of investigation may prove the key to a dull pupil's life. Dull in mathmatics or languages, the pupil may have collected much information along other lines.

A mother found her so-called "dull" boy spending his time caring for a motley collection of pets. She bought him books on animal life, and he became a vigorous reader. She read and studied with him, won his affection and confidence, and persuaded him to go to college. He became an eminent scientist.

(b) Investigative Intermediates are attracted by certain studies which require the use of apparatus, such as chemistry, physics, electricity, and engineering. These are popular, doubt-

less, because the apparatus necessary for their study appeals to the pupil's love for the concrete and practical.

(2) The teacher should utilize this love for investigation. Since the pupil has this faculty in so marked a degree, Sunday school teachers should recognize it and utilize it. Instead of getting all the facts about certain characters, or books, and telling the class about them, a good teacher leads the class to accumulate these facts.

Some specific methods have been found successful. For example:

(a) Oriental life, manners and customs offer a fascinating field for study. The flowers, birds and animals of the Holy Land are interwoven with the Bible narratives; make a study of these.

A curio cabinet never loses its interest. These are found in many Sunday schools and are usually filled with Palestine flowers, shells from Galilee, cedar cones from Lebanon, and souvenirs brought home from many lands by travelers, or sent home by missionaries.

(b) A delightful field for investigation by a Sunday school class is found in mission lands. By corresponding with missionaries and by watching current literature, a class may build up a scrap book of items upon any mission field, or may display upon a chart interesting pictures, clippings or diagrams, which set out certain phases of work. Pupils who gather such information will enjoy explaining them to the class. This is a better teaching method than for the teacher to give the explanation.

(c) A live theme for Sunday school study today is the temperance movement. The Sunday school class may collect facts, stories, pictures and diagrams, showing the progress of this movement. When the Sunday for the temperance lesson comes around, the pupils in the class will need all the time for explaining the meaning of the collection they have made.

Should the class not be trained in such work, the Intermediate teacher must be satisfied with small beginnings and gradual development. Small returns are better every way than lecturing with no attempt to lead the pupil into activity of this kind.

4. Memory.

The Intermediate years fall within the golden memory period, when to memorize is easy, and when the mind is like wax to receive and marble to retain.

Intermediates memorize both by repetition and by association of ideas. Repetition, or drill, is essential to memory in all phases of life, although more of it is required in some periods of development than in others. The characteristic of Intermediates' memory which is peculiar to them is this: For the first time their memory is influenced chiefly by the power of association of ideas and the development of the reasoning faculties.

In the years before the Intermediate period, when brain cells and nerve fibers are soft, there is need only for sufficient repetition to fix impressions in the memory. During the Intermediate years, and afterward, memory becomes more and more dependent upon association of ideas.

After the age of twelve or thirteen, our minds seem not to care to remember things that cannot be likened or related in some way to facts or experiences already ours. But if a fact can be at once associated with numerous other facts, the memory at once has firm possession of it. "Birds of a feather flock together."

Secret of good memory.

Each "association" is a hook to hang a new truth upon and becomes a kind of fish hook to bring it back to the tongue's end. Upon this principle we may say that the secret of a good memory is the secret of making the impression sufficiently deep, and of forming many associations with every fact we care to retain.

"What is meant by forming associations with a fact? In simple terms it is thinking about that fact as much as possible, turning it over and over in the mind, viewing it from all the angles possible. Of two persons having the same experience, and with the same amount of native tenacity of memory, the one who thinks over his experiences the most and weaves them into systematic relations with each other, will be the one with the best memory." (*James.*)

In the light of these facts, it is clear that there is no reason why the Intermediate pupil's mind should not take in and re-

tain fundamental Bible truths. Possessed with a double power, repetition and association, this mind is a fine instrument for a skilled teacher to play upon. It would seem evident that the dullness of a class of "bad boys" or "troublesome girls" is a misnomer. Possibly the teacher is at fault, not having studied the instrument and learned the stops.

Two opportunities.

From the standpoint of memory, the teacher has two opportunities to fix Bible truths: *First*, the opportunity to make the impression deep and lasting through repetition. One truth in each lesson, and that truth repeated over and over in changed form; as, verbally, in a story, in a blackboard outline, in picture, or in parallel passages from the Bible. *Second*, the opportunity to associate that one truth with other truths and with life's duties and experiences. The teacher may show the likeness or difference between the new truth of this lesson and the truths previously taught, then illustrate the new truth by means of experiences in every-day life.

Such teaching will stick and stay in the pupil's mind and heart and be a blessing in his life. The joy of it to the teacher is worth many times the toil and trouble necessary in learning to do it.

Jesus, the master teacher, taught this way. He repeated time and again his great truth, the "kingdom of heaven," and associated it with sowing and reaping, buying and selling, fishing and journeying, marrying and seeking pearls. He doubtless associated it with all the common activities of life which were represented in his audience.

5. Imagination.

The imagination of Beginners and Primaries craves the fairy story which carries the child into the realms of fancy. The Juniors' imagination is stirred by facts; they want true and true stories, the more stirring the better. The Intermediate's imagination is stirred by the heroic, the idealistic, and the romantic.

The mind of the Intermediate pupil is much occupied with day-dreams, air-castles, longings of mind and soul, and hero-worship. These tendencies result from the pupil's intense ad-

miration of the heroic in life, and of novel and thrilling experiences. In their attempts to be somebody, the pupils are trying out, in imagination, many varied experiences.

The final outcome of all this is the fixing of ideals. A boy hears a great preacher or statesman, and says, "I am going to be like that." A girl reads the life of some woman who has been a blessing to humanity and she is stirred with ambitions to lead a similar life. It is said that Jane Addams, of the Hull House, Chicago, has a waiting list of several hundred young women who want to work with her.

In the early years of the adolescent period, these ideals shift from time to time. The last impression is usually the strongest. The thinking of the class Sunday morning will be colored by the events of the past week; one week the pupils are planning to be one thing, and the next week, something else. This shifting of ideals is the result of trying out, in imagination, many ideals. While admiring one hero, these boys and girls admire that one very intensely; to all practicable purposes, for the time being, they are what they dream they are.

In the later Intermediate years and the early years of the Senior period, ideals take shape and become fixed. They are made up of many admirable qualities of former favorites. They form a goal toward which the boys and girls strive.

Therefore, these ideals have a tremendous power in shaping the life and character. They are like the pole star to the mariner, giving direction to his course. Every young person is influenced by ideals of some kind—high or low, worthy or unworthy.

Practical value.

The Sunday school teacher may turn to practical account in teaching this type of imagination possessed by the Intermediate pupil. For example:

(a) The Sunday school teacher should know the ideals of the class because they disclose the interests of the class. There is no greater "point of contact" in teaching. Let the teacher speak of the ideal of a pupil, and immediately interest is aroused, attention is given, and a "hook" is ready upon which to hang a truth.

(b) The Sunday school teacher has the privilege of helping to shape and fix the ideals of the class. The teacher may help the pupils get clear conceptions of the needs of this age as touching Christian service, and may help them set up standards of service which will be worthy of them. This may be done in many ways. For example, the teacher may arrange for representatives of various lines of Christian service to speak to the class. A layman might present stewardship; a missionary might present the needs of some foreign field; a minister might present the call of the ministry; a city missionary, the needs at home.

Further, the teacher may help in fixing worthy ideals by being interested in the books read by the class. Biographies are mighty in their power to shape ideals. The teacher may help build up a section of the library, especially for Intermediates. When the pupils read great lives it would be well to have them report upon what they have learned.

Turning from the Intermediate pupil's mental characteristics, consideration will now be given to this pupil's spiritual characteristics.

6. A period of religious crisis.

Spiritually, this pupil is in a time of crisis. Note two reasons why this is true:

(1) If not converted, each year of the adolescent period seems to make conversion harder. Self-conscious and sensitive to the influence and opinions of the crowd, this pupil finds it hard to make a public expression of interest in salvation. Habits begin to get hold of the life; if they are bad, they greatly hinder. Yet the teacher has a foundation to build upon here; it is the good work of the Junior teachers in the years preceding, and the consciences of the big boys and girls.

(a) The teacher's task with unconverted pupils is that of the soul-winner. Every Sunday the lesson should be a road leading to Calvary. Every opportunity should be used to press home the matter of personal salvation.

(b) The well ordered Intermediate department will provide certain conditions which help the teacher in soul-winning.

For example, the grading and equipment of the department should make conditions easy for soul winning. Properly graded, boys will be separate from girls, classes will be small, each class will have pupils of the same age, and each class will have its own separate room. Such conditions are intended to make possible and easy the work of the teacher in winning the pupils to Christ as their Saviour and Lord.

(2) If the pupils in the class are already Christians, it is, for them, also, a time of crisis. The crisis, for them, is involved in the measure of training in Christian service they receive, and in the measure of consecration of talents they may be led to make. For a young Christian to spend four years, the first four years, without receiving training for his powers and shaping for his life's purposes is indeed a spiritual tragedy.

Let the teacher not forget that conversion is not an end in itself. It is only the beginning. That teacher whose business is simply to save souls, is in a little business compared with the full possibility. The work of the teacher is as much greater than soul-saving as life-saving is greater than soul-saving. It is possible for a boy's soul to be saved and yet, through lack of development and training, it is possible for his life to be lost.

A teacher came to the superintendent and said, "Please give me another class now, since all my girls were converted in the recent meeting. I can't do anything more for them."

This teacher may have been a soul-winner more than a developer of young Christians, and upon that basis may have been unable to "do anything more for them." But, from the standpoint of the pupils, the all-important work of training was to be done. They had in them the inherent power to serve, but they would never become skilled servants without training.

The present-day Intermediate teachers must look at the matter from a new viewpoint. "Something more" must be done for the Intermediates who are Christians.

What does the converted big boy and girl need? Not only to be good, but to be good for something. Not only to be happy in heaven, bye and bye, but to be happy here and now, because they are useful. Not only to get to heaven, but to take others to heaven with them. In other words, the young

convert needs training for the supreme task of the Christian—the spread of the gospel.

Training young Christians.

How may the teacher best do this important work for the young Christian?

(a) First of all, the teacher must be to the pupil an example of Christian activity. In teaching the class, what the teacher says about service will likely not count for so much as what the teacher actually does and suggests that the class might do. The joy of service that is apparent in the teacher's life will be the most magnetic influence of all in kindling a desire for the joys of service in the pupil's heart.

The teacher's method may not be direct, not the hortative method, but rather in the nature of suggestion. Little direct pressure may be needed if shining examples of worthy Christian living are constantly held up before the class. Aside from the Bible examples that will be studied in the course of lessons, abundant material may be gotten from the history of missions, from the lives of noble men and women in the world of today, and even from the life of the immediate community. Every fundamental Bible truth can be illustrated in some life. Such teaching brings truth down out of the realm of the unseen and far-away, and makes it real with an every-day application. Christian ideals will thus be "caught" as well as taught.

(b) Class organization is the medium through which these young Christians can be trained in doing the things they have been inspired to do. Organized class work affords fine development in lines of missionary activity and benevolence in general, especially if such activities as are suggested are accompanied with information about the needs to be met. Young people will work and give to help a situation that is real to them—because of what they know about it.

(3) Both in seeking to win the lost and in trying to train the saved, Intermediate teachers should give much thought to two tendencies of Intermediate pupils. They are:

(a) The tendency to yield to the power of habit. Resulting from the physical condition of these big boys and girls, because of bodily powers developing rapidly, this is a time when

habits begin to get the mastery in the life. The physical nature is being endowed with all the powers and passions of adult life and to these Satan makes his appeal. Temptations are of many kinds and most alluring. Happy is the boy who has already been led to take as his motto during this time of storm and stress, "To be manly in mind, muscle and morals." And the girls would do well to take the same motto, with the substitution of "womanly."

Habits may be good or bad. Big boys and girls need constant warning against the bad, with reasons why certain habits are bad, and constant training in the good. Christian parents are coming to see that boys and girls of this period of life are entitled to know from proper sources certain great facts about themselves; facts which are connected with their growing bodily powers. To be fore-warned is to be fore-armed; not to fore-warn them usually means to leave them to get their information from the wrong source and to fight a losing battle alone. If parents have neglected their duty, the Sunday school teacher may help. This is possible only when the boys are taught by men and the girls by women.

(b) The tendency to doubt. Resulting from the growth of mental power and the development of the investigative nature, the mind and heart of the adolescent pupil become filled with doubts. This is but natural. If rightly handled by teachers and parents, these doubts will do no harm; they may be turned into great benefit by properly satisfying them.

Doubt is not necessarily unbelief. The fixed points are belief and unbelief. Doubt is but half way between, and the doubter may be led to belief. When once anchored in the truth, the doubter is stronger than ever in his belief; he now knows and knows why he knows. Benjamin Franklin said, "I would not give a snap of my finger for a young man who has not bumped his head against many doubts."

CHAPTER IV.

THE TEACHER.

SUNDAY school workers are more and more coming to realize the need for capable Intermediate teachers. Just anyone who is willing may not be capable of making a success in this department. Only those with some training can do the work. Since the Intermediate department is the leakage department, or the department with a hole in it, the demand is urgent today that teachers and leaders shall know something of the plans which will succeed with Intermediates.

1. It is not a boy and girl problem.

It is often stated that there is no boy and girl problem; rather, it is the problem of parents and teachers.

Boys and girls are the same always and ever. Their lives are ordered by the same fundamental laws, fixed and unchangeable. The problem is to secure teachers and leaders who will discover these laws and work in harmony with them rather than contrary to them.

2. Adult classes must supply capable Intermediate teachers.

Successful Intermediate teachers must come chiefly from the adult organized classes. The average Intermediate department will need eight teachers, four for boys' classes and four for girls' classes. The organized adult classes of a Sunday school ought to furnish these teachers.

The life and vigor of modern organized class methods and the determination to do things is the finest possible atmosphere in which to develop capable Intermediate workers. Coming from these classes, they can put the proper life into the Intermediate classes. Such workers need only to give special study to the Intermediate pupils and the special plans which fit their needs.

Wherever successful Intermediate work is being done, someone has laid hold of Adult Class material and trained it for service in the Intermediate department. It may have been the pastor, the general superintendent, or the superintendent of the Intermediate or Adult department, but someone saw the need and began working to supply it. A poor Intermediate department is a challenge to an Adult department.

What is an organized class of men or women good for, if it cannot supply the necessary number of workers for the lower grades of the Sunday school? Where will a Sunday school ever get workers if the organized classes do not train them?

3. Men must teach Intermediate boys and women must teach Intermediate girls.

While this arrangement is desirable for the Junior pupils, it is most necessary for Intermediates. Since most of our Sunday school teachers now are women, the emphasis here need be only upon the necessity for men to teach boys.

Boys are doubtless best taught by men, even in the Junior department; but good work with boys who are under twelve can be done by women. Under twelve, a boy will do what his mother says do; but after twelve a boy does like his father does, or as he pleases.

Early adolescence brings conditions of body, mind and soul which are so peculiar that they can be understood only by one who has passed through them and can recollect them. Upon this basis, a boy needs a man for his teacher. Only a man can really enter into sympathy with a boy.

The boy's ideal.

A boy's thinking and acting after twelve is in terms of manhood. He goes with men and begins acting like men. His ideal of what is manly is determined by the things he sees men doing. Other things being equal, a man can best exemplify the type of Christianity which boys will admire and seek to imitate.

Boys will drop out of a Sunday school in which there are no men in the adult classes. They doubtless reason that it is not a manly thing to go to Sunday school. Mr. B. F. Jacobs,

the great Sunday school leader, of Chicago, was once asked how boys could be kept in Sunday school. His reply was, "Build a wall of men between them and the door, so high and so thick that they cannot get out."

A teacher's character, personality and life purpose are, after all, the dominant factors in teaching. This is especially true of Intermediate teachers who deal with pupils in the period of hero-worship. These pupils will remember what the teacher is, rather than what the teacher says. Boys need to feel the pull of a man's influence and leadership, a man who carries high ideals of Christian living into his every-day life.

Girls need the companionship of a godly young woman; one whose consecrated character will tend to mold the girls' thinking and lead them into the joys of service; one who can lead them to scorn sin's allurements which blight and dwarf the finer sensibilities.

The teacher as a companion.

The social, athletic, and expressional activities of the class between Sundays can best be planned and directed when men teach boys and women teach girls. No man, however fine and noble, can be a real companion for girls in such things; and no woman, however brilliant and lovely, can be a companion along these lines for boys.

One Sunday morning in an Intermediate department, a young doctor who taught Intermediate boys made this announcement: "On Friday night the boys of the department will go on an opossum hunt. Friday morning look out for the mail, which will bring you a letter telling you what to do and where to be."

The boys were in high glee, of course; but they did not dream of the real motive the young doctor had in view. He wanted the boys to have a good time catching 'possums, but the big thing with him was to be the potato roast in the woods after the boys had gotten tired of walking. Then, when all were quiet and seated in a circle around the fire, waiting for the potatoes to get done, he planned to talk to them about some things a Christian doctor could best tell a growing boy.

Should it not be possible at once to secure men to teach the classes of boys—what can be done about it? Two suggestions might be offered:

First, the situation offers to the departmental superintendent a chance to do some real work for the department. The departmental superintendent can, better than anyone else, enlist the co-operation of pastor and superintendent in working out this problem. Going with one or both of them, the matter may be laid upon the hearts of certain capable men of the church. In appealing to a man to become teacher of a class of boys it is always well to take the literature showing the lessons to be taught, and a list of the boys in the class. Make it plain to him that it is a call to teach a definite course of lessons to a particular class of boys.

Second, the women who are teaching may themselves lay the responsibility at the door of the fathers and big brothers of the boys, and lose no opportunity to suggest that these men are allowing their work to be done by those who are not directly responsible for it.

4. Some qualifications of an Intermediate teacher.

Taking for granted that the teacher of Intermediates has been chosen because of Christian character and a willingness to be of service, the activities which will make such a teacher a success may be grouped about two words—*know* and *do*.

A successful Intermediate teacher must know the pupils and their needs and do the best possible to meet these needs. The teacher who helps Intermediate pupils must do many things for them and with them; and in order to succeed in these lines, must know what to do. This knowledge of what to do and how to do it cannot be gotten from a Sunday acquaintance with the class. *Some time during the week will be necessary* for studying and planning. Possibly the Intermediate teacher's week-day work is of more importance in the long run than the Sunday morning work; for if good work is done Sunday morning, it will be the result of the study and planning which the teacher has done during the week. A mere Sunday morning acquaintance with an Intermediate class can bring only the most meager results.

The teacher must know in order to do. Just as the teachers of Beginners and Primaries must master the fundamental principles of childhood so as to meet the limited needs of the child's

mind and heart, so the Intermediate teachers must master the fundamental principles of teen-age life and early adolescence.

Much that is essential can be learned from books, but in addition to the study of books the teacher must study the pupil in his home life, his school life, and his play life, and upon this information as a basis he must plan the week-day activities and the Sunday morning work.

There seems to be no other road to successful holding and teaching Intermediate pupils. Not to do these things means not to be able to enter into the pupil's interests, and this means continued failure to hold them in our Sunday schools.

Magic keys.

Sympathy and interest are the magic keys which unlock the pupil's life to the teacher, and sympathy and interest are awakened only by knowledge. Ignorance means indifference. It is impossible to be interested in a person about whom you know nothing.

5. The teacher of Intermediates may know something of their home life.

This means, of course, that the teacher must visit the pupil's home. As soon as possible after promotion day, when the teacher receives a new class, this should be done. If a new pupil joins the class between promotion days, the teacher should visit the pupil's home as early as is convenient.

The pastor or department superintendent can be of help in securing for the teacher an invitation to make such a visit, if to go uninvited should not be the best thing.

A visit to the pupil's home should yield some information that the teacher needs in order to be most helpful to the pupil. For example:

(1) Whether or not it is a godly home. This fact will open at once to the teacher the spiritual needs of the pupil's life. If the home is godly, the teacher may joyously teach by means of illustrations of kindness and loving service which are natural in a Christian home. If the home is lacking in the Christian spirit, care must be had in the use of references. The heavenly Father's love cannot be illustrated by the love of father and mother in the home, if in the pupil's home there is no such love.

(2) The financial status of the home. This is a very illuminating point for the teacher. It explains many things in the pupil's appearance, habits, social life and general attitude toward other people. In any plans for class activities involving giving, the participation, or lack of it, on the part of certain pupils will necessarily be determined by the financial status of the home.

In some schools where orphan children are in classes, and where regular giving Sunday morning is made a matter of record, the teachers arrange to furnish money to these orphan children to save them from embarrassment. Other teachers have worked out plans with the pupils in the class for making money. In many ways, the teacher may be helpful to the pupil if the situation at home is known.

(3) Whether or not the pupil has a private room in the home. Today many homes are too crowded; large families live in just a few rooms. Intermediate pupils must, many times, occupy a room with several others and this, of course, allows little chance for private Bible study, prayer, or meditation.

One teacher of young ladies urged upon the class the necessity for daily Bible study and prayer and put into their hands a daily Bible reader's leaflet, hoping through this plan to nurture their Christian experiences. When reports upon this were given in, some members of the class said they had read the daily readings, but not one had spent as much as five minutes in prayer and meditation. The teacher discovered that no girl in the class had access in her own home to a place where she might pray without interruption. The teacher sought to supply this need by offering the girls the privileges of her own home.

(4) The discipline in the home. Many points in the Intermediate pupil's character can be understood in the light of home discipline. The Sunday school teacher might try to learn such facts as the following: Is there discipline of any kind? If so, of what kind? Is the pupil allowed to run wild? Does the boy, especially, obey because of love or compulsion? Is there real respect for parents? For which parent is there most love and respect? For which, if either, is there fear?

The Intermediate pupil is, as has been previously shown, in the period of life characterized by self-esteem, self-assertiveness, and a desire to be given credit for growing ability. With this nature dominant in the pupil's life, it is no wonder that harsh discipline often results in a break with the home. On the other hand, loving, sympathetic discipline means good times and increasing loyalty to the home and all of its interests.

If the discipline in any pupil's home is of the harsh kind, possibly the Sunday school teacher may be of help to both pupil and parents in bringing about a better understanding. At least, all teaching which touches obedience and love for parents would be colored by the facts existing in the homes of certain pupils.

(5) Is the pupil welcome in the home? Some pupils are. They feel their partnership with parents and others in the home. This is ideal. Other pupils may never be consulted about home affairs and possibly may be ignored during table conversations and talks about the fireside. They feel that they are generally ignored. Such a situation naturally galls an Intermediate who is growing in self-esteem and developing some ability to think for himself and decide things.

Should the father not be companionable with the boy, especially, scolding him for his failure in school or his loss of his job, and calling him a loafer or some such epithet, the teacher may expect to hear of trouble with that boy in his home. After the age of fourteen many boys, under such conditions, leave home. If ever they needed a friend and a sympathetic Sunday school teacher it is under such conditions.

Girls, under these conditions, may submit and stay at home longer, but when a favorable opportunity comes they are likely to try making their own way. It is amazing to know the large number of boys and girls who board outside their own homes in the same city with their parents, because of the over-crowded conditions, or because they feel that they are unwelcome.

6. The Sunday school teacher of Intermediates will find it of great value to know something of the pupil's school life.

Some of the pupils in the Intermediate department of every Sunday school will be in day school, and some will not be.

The average Intermediate department shows "an academic high school minority and a wage earning majority." This gives the department two distinct classes of pupils. They live on the same earth but in different worlds. The needs of the two classes are not the same intellectually, but are the same spiritually. The teacher has no easy task to make the same lessons meet the needs of each and all. It is clear that only expert teaching can really succeed under such conditions.

Regarding the pupils that are in day school, the Sunday school teacher would do well to know the following facts:

(1) Do they go to school because compelled to go, or because they are interested? Much of the Sunday school teacher's success in getting real Bible study will find explanation in this matter. The bright pupils will likely go to school because of their interest in their studies, while the dull pupils may be kept in school, in a large measure, by compulsion. With these two classes of pupils on Sunday morning, the teacher's task will be to repress the too quick answers of the bright pupils and to quicken the interest and stimulate the efforts of those who do not learn so easily.

(2) The Sunday school teacher should know something of the day school teacher's character and personality. A wise plan for a Sunday school teacher is to visit the day school and get acquainted with the teacher of the Sunday school pupils, studying the methods employed by the teacher in the day school. Many interesting points can be learned, all of which will bear upon the general conduct and progress of the pupil. Intermediate pupils are quick to judge; they "size up" quickly. Many Sunday school teachers are making poor success with these boys and girls because they suffer too much by contrast with some fine day school teachers. A visit to the day school and acquaintance with the teachers there would help this situation as possibly nothing else would do.

A visit to the day school might reveal to the Sunday school teacher interesting facts, as the following:

(a) Is the day school teacher a man or a woman? For the Sunday school teacher of either boys or girls, this will prove a significant fact. Which ever way it may be, the

influence exerted by the teacher may be studied and the pupil's response to this influence may be noted.

(b) Is the day school teacher a Christian? The day school teacher and the Sunday school teacher should work as co-partners in building up the Christian character of growing boys and girls. The Sunday school teacher may greatly rejoice if the day school teacher is a Christian and may expect help and co-operation in the Christian training of the pupils. Should the day school teacher not be a Christian, the Sunday school teacher should be aware of this fact and assume an extra burden; the influence of five days' teaching, without the godly element, will likely show itself on Sunday, and must be reckoned with in the Sunday school class.

(c) Is the day school teacher skillful and attractive in the actual process of teaching? If so, the day school life of the pupils is doubtless happy and their progress is steady and marked by enthusiasm. Under such conditions, the problem of discipline is practically solved and the condition of mind and heart of the pupil is ideal. On the other hand, should the day school teacher not be especially skilled, compulsion may be necessary to secure regular attendance and lesson study.

Whichever the situation, the knowledge will be profitable to the Sunday school teacher. Only by knowing these facts can the Sunday school teacher properly interpret much of the experiences of day school life which the pupils will naturally bring into the Sunday school class.

Fortunate is the boy and girl who has a day school teacher with the ability to make interesting the prominent thing in school life; who can relate text-books to life; who connects mathematics with the outdoor world in the study of angles and squares, circles and curves; who can teach history by beginning with today's history and running backward into ancient history; who can lead the pupils to make present-day chapters of history out of current events, and who can connect the Europe and Asia of today in an interesting way with the Europe and Asia of the ancient world.

Pupils with such a day school teacher will expect their Sunday school teacher to relate Bible history to every-day life, and to utilize the pupils in the discovery of Bible facts and their application.

(d) Does the day school give especial attention to the physical development of Intermediates by providing such activities as shop work, superintended play, manual exercises and drills? Such activities are becoming more and more popular in our modern high schools. By such plans, the lessened mental energy of the Intermediate is spared over-taxing and interest is maintained in things which can be done with the hands. For boys, provision is made for handwork, carpentering, clay modeling, etc.; for girls, there is a cooking department, sewing room, instruction in the care of birds, flowers, etc. Text-book work is lightened when these activities are put in as part of the curriculum. Where such activities are made possible, Intermediate pupils are likely to be made happy and interested in both the manual work and the text-book work.

Pupils with such day school activities will expect their Sunday school teachers to make a great feature of handwork in connection with the Sunday school lesson. Activities which are employed five days in the week in day school work will cry out for employment on Sunday.

Keeping the spiritual prominent.

The Sunday school teacher of these pupils must keep prominently to the front one feature which the day school teacher will not make prominent. That is the spiritual element which must pervade all handwork, memory work, and all activities in which the Sunday school pupil is led to engage. To make Sunday school teaching purely mechanical by unduly stressing manual work, is to fail utterly. The Sunday school teacher should hope to have the spirit of truth shine out through all the facts, whether they be learned through handwork or through memorization.

7. The practical value of this knowledge regarding the pupil's home and school.

The Sunday school teacher who will give some time to gathering facts about the home life and school life of Intermediate boys and girls, will find the knowledge thus gained to be of practical value. For example:

(a) In relating Bible truth to life. It is a fundamental principle that Bible truth must be brought down out of the

realm of the mystical and the far-away into the pupil's every-day life, if it, in any way, must influence that life. This process is possible in one way only: that is, by illustrating Bible lessons with facts and incidents known to the class.

(b) Utilizing the pupil's powers in lesson study. Manual work is the modern method which is being used with more and more success. It involves such plans as map drawing, locating cities, making outlines of journeys, collecting missionary and temperance information.

(c) In directing the activities of the class through class organization. The chief lines of activity in the organized class are winning new members and maintaining fellowship. To accomplish these ends, the class may be led to devise methods for looking up new members, visiting the absentees, providing flowers, books and pictures to be sent to the sick; methods of missionary activity, as correspondence with missionaries, and maintaining certain class interests, such as supporting students in mission schools, or Bible women in mission lands.

(d) In directing the Christian members of the class in personal work among the unconverted in the class and in the department. A knowledge of conditions in the pupil's home and school will be of great help here, where this work must be done with tact and wisdom. A teacher and the Christian members of the Intermediate class should hope to win the unsaved members of the class.

(e) In planning the social life of the class, either upon the class basis or with other classes of the department. A knowledge of the social activities approved and enjoyed in the home and school would be of great value here.

(f) In helping the teacher to keep in mind the capability of certain pupils for leadership and their exercise along such lines as will best develop them.

(g) In enabling the several teachers, after a year's work with the class, to turn over to the teacher of the next higher grade much valuable information as a guide for the work of that year. Thus the work of each year may be conserved and built upon by the teachers of the next higher grades.

The "class account book."

One teacher kept what she called "My Class Account Book." Each pupil had a page. Following the name of each on the page was the birth date and whether or not the pupil was a Christian. Then followed the facts gathered from anywhere and everywhere. Facts about the home influences, gathered from visits to the home; from chats with the parents about the pupil; from chats with the pastor, getting his idea of the home; facts about the school life of each pupil, gathered from the day school teacher and companions of the pupils. So the life account of each pupil grew in completeness, presenting a splendid picture of the strong and weak places, the needs and ambitions of the pupil. This teacher first studied the lesson to be taught, then turned to the life account of each pupil. The teacher planned to fit the message to each life.

Your class is too large for this? Then group the pupils and learn the facts about each group.

CHAPTER V.

LESSON MATERIAL AND METHODS OF TEACHING.

IN a previous chapter we have noted some prominent mental characteristics of Intermediate pupils. For example, their ability to pay voluntary attention; their love for investigation; their ability to memorize by association of ideas; and their love for the study of biography, especially when the character has done some great or heroic deed.

1. In the light of such mental traits as these, we now consider the question as to what kind of lesson material is best suited to Intermediate pupils.. The answer may be put in the one word—BIOGRAPHY.

Intermediate pupils' minds are best satisfied with biographical material for the following reasons:

(1) Biography feeds the imagination. Intermediate pupils love life in all of its phases, but especially its adventures and its achievements, its motives, its failures and its successes.

These boys and girls are themselves trying to be somebody, and every experience about which they hear or read either encourages or discourages them in efforts along some line. In imagination, they live out these experiences and choose those that are pleasureable, rejecting those that are distasteful.

(2) Biography is concrete. Intermediate pupils love that which they can see. They get the truth best when it is incarnated in men and deeds. It is one thing to state to boys and girls, "You must be kind to those who are in trouble;" they may remember the words but they most likely will not. It is quite another thing to tell them the story of the Good Samaritan and let it teach its own truth. The boys and girls might not be able to put the truth of this story into a smoothly worded phrase, but they cannot forget the truth.

(3) Biography inspires to action. Character is best caught, not taught. There is inherent in all boys and girls the love to be like those whom they admire. Biography stirs to action. The pupil, by imagination, becomes the chief character of the story and lives out all that the chief character is said to do. Then, upon the principle that "impression leads to expression," they do like this character whenever an opportunity presents itself.

The story of Joseph has inspired many boys to be kind to their brothers; the story of Esther has inspired girls to give themselves in noble self-sacrifice for a worthy cause; the story of Daniel and his refusal to eat the king's meat has led many a young man to refuse to indulge in intemperance.

(4) Biography, not history. In the Junior graded lessons, the chief material is Bible history. The four years' course covers the entire sweep of both Testaments—chronologically. The poetical and prophetical books of the Old Testament, and the Epistles of the New Testament are omitted. Junior pupils are drilled upon the great periods of Bible history and upon memory gems correlated with this history.

The Intermediate graded lessons present a distinct difference in material. These lessons cover the Bible upon the basis of biography.

Biography differs from History.

There is a difference between history and biography. The chief difference is in the emphasis and the point of view. History tells what was done, giving the events in their proper order; biography tells who did it. Biography pictures a life as it stands out against the background of history. Many events which history would note are omitted or minimized in biography. For example, the biography of Washington, fully setting out his noble purposes and great achievements, might omit many interesting facts of the Revolutionary War. Lee's life story need not involve all the harrowing details of the South's suffering during the Civil War.

The Intermediate teacher may rejoice because the lesson material for this department is adapted to the mental hunger of the pupils. It is biographical in character. Whether the lesson system used is the Uniform or the Graded, it is, in the main, biography.

2. The Uniform lesson system.

It has always been the plan followed in the Uniform lesson system to deal with the great characters of the Bible. The portions of the Bible which are made up of poetry, prophecy and epistles, are passed by with but slight notice. These portions are best studied by other methods of Bible study and by mature Bible students.

Intermediate pupils can learn the Uniform lessons. Possibly the most apparent objection to the Uniform lesson series for Intermediates is that it stretches out its cycles over more than four years; hence, Intermediate pupils must wait until they are Seniors in the Sunday school to complete a cycle of Bible study. This means being in two departments, changing teachers and methods, etc., within a single cycle.

3. The Intermediate Graded lessons.

Intermediate Graded lessons, like the Graded lessons of the previous years, include a separate course of fifty-two lessons for each year. The pupils of any one year will have different lessons from the pupils of the other years. Four different lessons will be taught each Sunday in an Intermediate department, using the Graded lessons.

These lessons are the "closely graded," upon the idea that during early life each year is a step upward and forward. The arrangement of these lessons is chronological, but the lessons themselves are chiefly biographical. The lessons cover the narrative portions of the Bible in four years; that is, within the age limits of the department. Each year's work is built upon that of the preceding year and leads to the year that follows —thus carrying out the idea that each year is a "step upward and forward."

A glance at the accompanying chart and the detailed scheme of Graded lessons will disclose the fact that these lessons cover the Bible in four years. This course is a skillful combination of biography—all the important characters of the Old and New Testaments being studied—with certain important topical or doctrinal studies, easily related to Bible characters and essential to the character-building of Intermediate boys and girls.

OUTLINE OF INTERMEDIATE GRADED LESSONS.

COVERING THE BIBLE BY CHARACTERS—WITH RELATED DOCTRINAL STUDIES.

AGE 13	AGE 14	AGE 15	AGE 16
1 *Doctrinal:* Important Truths	1 Missionary (5) Companions of Jesus (7)	1 *New Testament:* Life of Christ (Synoptic Gospels)	1 *Doctrinal:* "What it means to be a Christian."
2 *Old Testament:* Biography: Abram to Gideon	2 *New Testament:* Companions of Jesus	2 *New Testament:* Life of Christ (Synoptic Gospels)	2 *Doctrinal:* "Problems of Christian Living"
3 *Old Testament:* Biography: Ruth to Elijah	3 *New Testament:* Early Christian Leaders	3 *New Testament:* Life of Christ (Synoptic Gospels)	3 *Doctrinal:* The Christian and the Church
4 *Old Testament:* Biography: Elijah to Malachi	4 *Doctrinal:* "Salvation and Service"	4 *Doctrinal:* Teachings of Jesus (9) Missions (3)	4 *Doctrinal:* The Word of God in Life

These lessons include the following subjects: Seventy-three lessons on Bible Characters, forty-nine lessons on Life of Christ, fifteen lessons on Salvation and Service, forty-five lessons in Christian Problems, eight lessons on Missions, eighteen lessons on the Bible.

4. The superiority of Graded lessons.

The superiority of Graded lessons over the Uniform, for Intermediates, lies chiefly in this fact: In the Uniform, a life, such as that of Moses or David, is usually divided into a number of small sections which are intended to be studied minutely; on the other hand, the Graded lessons for Intermediates present such a life in one or two lessons, each covering a large section of the life story. This latter plan is decidedly best for boys and girls, since they are not yet able to do microscopic

Bible study. Their minds work telescopically; they want the life presented in the large, the bird's-eye view—and then they are ready to go on to something else. The moral message of a life is more effective with Intermediate pupils if taught by this method.

In an art gallery, an Intermediate pupil would look at a picture or piece of statuary, take in the general outlines and outstanding features, then pass on; only the mature student of art would stop and admire the finer points of excellence. Just so in word pictures.

It was a teacher of Intermediates who asked, "What am I to do with my class for the next five Sundays? We had all of Joseph the first Sunday, we reviewed him the second Sunday, and we rehashed him the third Sunday, and I see that the Uniform lessons have five more Sundays on him. I am ready for something else."

5. The improved Uniform.

The use of Graded lessons for the past several years has so influenced the committee which selects the Uniform lessons that many changes will be noted in the new cycle of Uniform lessons which begins in 1918, the first four years of which are as follows:

January–June, 1918.—The Gospel of the Son of God: Studies in Mark.

July–September, 1918.—Studies in the Christian Life. (Topical.)

October, 1918–March, 1919.—The Patriarchs and Early Leaders of Israel: From Abraham to the Settlement in Canaan.

April–September, 1919.—Great Teachings of the Bible. (Topical.)

October, 1919–March, 1920.—Life and Writings of Peter and John.

April–September, 1920.—Early Leaders and Kings of Israel.

October, 1920–March, 1921.—The Gospel of the Kingdom: Studies in Matthew.

April–June, 1921.—The Missionary Message of the Bible.

July–December, 1921.—Life and Letters of Paul.

Note some interesting features of the improved cycle of Uniform lessons:

(1) It runs through eight years instead of six or seven years, as in the past.

(2) It contains several short topical courses in addition to the usual series upon the chronological basis.

(3) It contains several surveys of portions of the Bible, with varying methods of approach.

(4) There is provided a common title, brief lesson text for printing in the Quarterlies, and the Golden Text; also additional material is given for teachers to study.

(5) There is a recognition of the advantage of grouping passages of Scripture for special topics.

(6) There is provided a departmental adaptation, with the aim of providing for each department a thoroughly teachable lesson. Special topics, special memory verses, and additional material are given for the different departments wherever it seems possible to make the lessons more helpful to the pupils of a given department.

(7) This departmental adaptation is made upon the principle of "period development" as opposed to the principle of the "closely-graded" lessons which demand a separate series of lessons for each year. The "period development" principle holds that pupils within the separate departments are nearly enough alike in needs to utilize the same lesson. One lesson for a department is the basis of adaptation. Doubtless there will be many smaller Sunday schools which, finding it hard to use the closely graded lessons, will adopt the improved Uniform and find them giving a sufficient grading for their use.

A sample of the new Uniform series is given. Note the adaptation to the several departments: :

JOHN PREPARES THE WAY FOR JESUS.

Lesson: Mark 1: 1-11.

Golden Text: "Behold, the Lamb of God, that taketh away the sin of the world!" John 1: 29.

Additional Material for Teachers: Isaiah 40: 3-5; Mal. 3: 1-3; Luke 1: 5-25, 39-80; Matt. 3: 1-17; Luke 3: 1-18; John 1: 19-42.

Primary Topics: A Strange Man with a Wonderful Story. Mark 1: 4-8. (The news that the One who loved little children was coming.)

Memory Verse: "Thou shalt call his name Jesus; for it is he that shall save his people from their sins." Matt. 1: 21.

Junior Topic: John's Message and What Came of It. Mark 1: 4-11. (John brought the first bulletin of what Christianity has meant and will mean in the future.)

Intermediate Topic: Heralds of the King. Mark 1: 1-11; Luke 3: 18-20. (*a.* John as a hero, his fearless proclamation of the message; *b.* In what sense are we also heralds?)

Senior and Adult Topic: Preparing the Way for the Christ. Mark 1: 1-11; Matt. 5: 21-48; 1 Cor. 13: 9-12; Heb. 1: 1, 2. (The principle of development in the progress of revelation.)

Additional Material: Luke 9: 1-6, 10, 11; Luke 10: 1-12, 17-20; Acts 9: 10-16.

To this point in this chapter consideration has been given to the lesson material for use with the Intermediate pupils. Both the Uniform and the Graded series of lessons have had consideration.

Consideration will now be given to some methods of teaching and developing the Intermediate pupils. These methods are based upon principles that obtain with the Intermediate pupils. They have been tried out with success.

General statement:

It may be stated in general that, in teaching Intermediate pupils, there must be largely a reversal of the methods that are best with children. This is necessarily true, since Intermediate boys and girls are no longer children; hence, the teacher "must put away childish things" since the pupils have done so.

Teachers of children must do most of the talking, be in the lead in all things, think and plan for their pupils; teachers of Intermediates do best when they direct the class from the rear, when they lead by suggestion rather than by actual performance. No successful Intermediate teacher stalks in front.

An Intermediate teacher who has achieved a measure of success tells how she discovered the secret. One morning she was doing all the talking, as usual, when one of the pupils lifted a hand, and said, "Miss Hattie, please let me tell the rest of that because I can beat you telling it." She discovered that big boys and girls *can*, and when they *can*, they *must*, or they are not happy.

Success with girls sixteen years old.

As an illustration of the class being directed from the rear with much success, an especially successful teacher of sixteen-year-old girls, using the Graded lessons, gives as the method which succeeded the following:

"As it was the Senior class of the department, it was parallel with the Senior class in college, and as Seniors in college are expected to set the pace for the whole college—so they were expected to set the pace in good work in the department. They ought to be as serious about Bible study as college students are about their studies.

"As they were the Seniors, they were allowed certain privileges; often the opening exercises of the department were put in their hands, hence, they were given special notice. With greater ability to study, they were expected to go deeper into their lessons and to prepare papers from books in the library. These papers were often read as a special feature of the opening exercises.

"We had on the wall of our classroom a list of books for parallel reading, adapted to the age of the class, with prepared questions on each book. When a pupil finished reading a book, she answered the questions in a blank book. These books were collected by the teacher and looked over.

"The departmental superintendent planned for a bulletin to be published monthly and put the literary part of the work into the hands of our class. They collected personal notices from the department, together with general announcements of interest. Also, they collected appropriate poems and verses and wrote paragraphs on interesting subjects. Once and awhile they would give the bulletin a special feature, as when they made it emphasize 'Happiness.' They tried to make it as bright and cheerful as possible."

Since the lesson material for Intermediates is biography, perhaps the teacher's best general method is that of picturing the life of a great man or woman, making it vivid so that it will stand out and live in the pupil's imagination; yet keeping it within the bounds of reasonableness and naturalness. "What we habitually admire we tend to become;" this should be kept in mind by the teacher as a guide in presenting the worthy deeds of great characters.

"We must seek to make familiar to our pupils the great characters of the Bible, so that they will feel the impress of their personalities, be inspired by their victories, and taught by their errors." The end to be sought by the teacher is that the pupil shall feel a religious impulse; a desire to imitate the noble qualities exemplified in these heroic lives.

In teaching biography, two things should be avoided: the tendency to give too much time and attention to minor details of history, and the abstract discussion of truths which may be drawn from history. For example, if the story of Daniel is well told, no special mention need be made of the truth that God always heard and answered him when he prayed. That truth shines out through the facts.

Methods adapted to Intermediates.

Contrasting the Intermediate department with the elementary departments of the Sunday school, we may set down the following methods as being adapted to Intermediate pupils, and not to the pupils in the elementary departments:

(1) Separate rooms for each class. This becomes imperative in the Intermediate department. Below the Intermediate, all the classes of each of the departments may meet in the same large room; all the classes in any of these departments will march or sing together, and join in some common Bible drill or memory work. But Intermediate classes need separate class rooms. Four reasons are apparent: because of the self-conscious condition of the pupil; because of their love for organized class work which can be best done when each class has its own room; because the problem of behavior and discipline is done away with when classes are isolated and secluded; and because it affords the best opportunity for confidential and private interviews about religious and moral questions.

(2) Utilizing the pupil's growing ability to think and to do things. Possibly the Intermediate teacher's hardest method to learn is to restrain himself and to urge the pupils to think and to do things. It is so much easier for the teacher to tell it or to draw it than to wait on the pupil to do these things. Yet the pupil must learn by doing, and not by hearing. A good motto is, "Never do for the pupil what he can be led to do for himself."

To succeed with Intermediate pupils, the teacher must become a pilot, or guide, leading the pupil in the quest of knowledge until they get it for themselves.

In leading pupils to get knowledge, two methods are popular:

(a) The co-operative lesson plan. This means a general discussion of the lesson by all the class, the teacher directing the course of the discussion so as to cover the lesson in the allotted time.

The *Organized Class Magazine* provides for this type of teaching by giving certain points which may be assigned a week ahead and upon which the class will prepare so as to lead the discussion upon them. For example, upon the Uniform lesson, "The First Disciples of Jesus," the following topics were given for assignment:

ROUND TABLE DISCUSSION.

1. What is meant by "The Next Day After"?
2. Who were the two first disciples?
3. "Behold the Lamb of God!"
4. "Is it not a strong presumption in favor of the gospel that it offers itself so boldly for experiment?"
5. The expectation concerning Messiah.
6. Zeal for our own kin.
7. The significance to Simon of his promised change of name.
8. What was it that so quickly convinced Nathanael?
9. Nathanael's great confession.
10. What "greater things" would Nathanael see?

In some classes such a plan may eventually lead to the pupils taking it turn about in teaching the lesson. Teachers are developed quickly by such methods.

(b) The debate. This is possibly the best didactic method for Intermediates, and is especially successful when used in the last two years of the Intermediate department. Day school experiences are of great help to the boys and girls in this method.

In a certain Sunday school, the high tide for the class of bothersome boys was when their teacher succeeded in getting them to stand up and discuss with each other certain points in the lesson. They would work like Trojans all the week to get ready for the debate on Sunday. When the lesson was upon missions, they could not finish the debate in the time allotted for lesson study, so they came back to the class room in the afternoon to conclude their discussion.

Which is better for the pupil, debates and discussions which develop him by leading him out in self-expression or pious sermonettes by the teacher?

Jesus debated with the religious leaders of Jerusalem; Socrates questioned the men of Athens and debated with them; by these methods, men were led to grasp the truth and make moral decisions.

Why the lecture fails.

Why does the lecture method, or the sermonette, fail with Intermediates? Because it does not develop. What is said is usually upon the plans of the teacher's thinking and not the pupil's; it is not linked up with the pupil's interests. The chances are that the teacher who uses the lecture method will either over-estimate or under-estimate the comprehension of the pupils. The ideal lecture is when a prepared teacher is met by a prepared pupil who can understand the lecture as rapidly as the teacher gives it. Intermediate pupils do not come to Sunday school thus prepared.

(3) The hand work method. If Graded lessons are used, the teacher finds ample provision made for handwork by the pupil, both in preparation of the lesson for each Sunday and in the review and the expressional activities. The teacher of

Graded lessons should carefully study the pupil's book and do all the handwork set down for the pupil to do. The teacher who fails to do this cannot appreciate the value of this handwork to the pupil.

Intermediate pupils love to make things; the hand is next to the eye in its power to get truths. Graded lesson material provides for map-drawing, tracing, the movements of Bible characters, outlining the lives of men and women and the periods of Bible history in which they live, filling in blanks, answering questions, text copying and illuminating, etc.

Even where Uniform lessons are used, a little ingenuity in following the suggestions given in the helps on these lessons will work out abundant plans for handwork. For example, character sketches can be written, maps can be drawn, and journeys traced. These pupils do work of this kind in the day school, and the Sunday school teacher is blind, to some extent at least, who does not make use of their powers along this line.

Two results of this method are apparent: the pupil gets the Bible truth, and the teacher is relieved of the burden of getting attention and keeping order. When the method used is adapted to the pupil's ability, all desirable ends of teaching are accomplished.

(4) The use of biography as teaching material. In the elementary grades, stories and memory gems form the basis of the lessons. In the Intermediate department, the leading place is given to biography. Men and their deeds stir the Intermediate pupil as nothing else does. As they stand upon the verge of their careers, nothing so inspires them as the lives of great leaders whose names appear upon the world's scroll of fame.

(5) Men should teach boys, and women should teach girls. While this is desirable in the Junior department and in the Adult department, there are notable exceptions to the rule in these departments. In the Intermediate departmnt, it seems imperative that the rule should be followed because these years form the crisis time in the lives of boys and girls when sympathy and leadership are essential to success with them.

(6) Graded lesson material is desirable for Intermediates because of its more thorough adaptation to their needs, but the Uniform lessons may be used with more success in this department than is at all possible in the Elementary grades.

(7) Patience and sympathy with the capricious nature of the adolescent. The adolescent boy and girl is truly a peculiar situation, and success in holding them in the Sunday school must, in itself, be counted quite an achievement. This is possible only when the teachers exercise patience and win the love and respect of these pupils. It is charged that our Sunday schools in America lose about one hundred thousand adolescent boys and girls every year.

(8) The teacher must relate Bible truths to the everyday life of the pupil. In the Elementary grades, the stories please the children just because stories always please children. But the Intermediate pupil begins to ask, "What's the use?"

The teacher of Intermediates will be wise in discovering the questions that boys and girls would like to have answered, even though they may not be in the Quarterlies each Sunday. These questions will be found to deal with life and life's problems; the teacher can always find an answer for them in the Bible. The best time to teach a truth is when the mind of the pupil is hungry for that truth.

Test questions for the teacher.

Intermediate teachers who seek to make their teaching touch the life of the pupils each Sunday, might test their lesson preparation by asking themselves the following questions:

Will my teaching of this lesson help the pupils to be more reverent?

Will the truths of this lesson deepen the pupils' love and respect for their parents?

Is there anything in this lesson that will inspire the pupils to excel in school or in business?

Will the truths in this lesson deepen their consideration for others or make them more ambitious to train for Christian service?

Surely no teacher of Intermediates is prepared to teach any lesson until satisfied that there is in the lesson a great truth

which will be of real value to the class. If the teacher can feel the real value of this truth, it will not be very difficult to lead the pupils of the class to feel it.

(9) The appeal to the unsaved to accept Christ as their Saviour. In the Junior years, the appeal to accept Christ is quite effective when made before the whole Junior department, assembled in one room. But in the Intermediate department, the appeal must be made more direct and personal. If any Intermediate pupil has come through the appeals made to the Junior department—those appeals being backed up by definite teaching about salvation—and such a pupil is still unsaved, certainly the religious condition of this pupil should cause great concern.

Intermediate teachers should be skillful soul-winners, seeking to win their pupils, one by one. The self-conscious Intermediate can best be approached about his salvation when alone; the separate class room enables the teacher to work quietly and effectively with these pupils individually.

It was Sunday morning after preaching. A mother was waiting for her daughter who taught a class of Intermediate girls in Sunday school. This morning the daughter was nowhere in sight and it was time to go home. The mother inquired of the friends who were lingering and one said, "I saw her going into her class room with a girl, a member of her class, I think."

The mother guessed what was going on, and went quietly to the door of the class room and listened. She heard her daughter's voice as she plead with the girl to accept Christ as Saviour—then she went away and waited and prayed. Soon the door opened and the two came out of the room, faces radiant and eyes wet. The daughter said to her mother, "This dear girl has just given her heart to Jesus while we prayed together in our class room."

(10) The Intermediate period is peculiarly the best of all for training young Christians in Christian service. Before these years their development is hardly sufficient; as Juniors, they are depenedent upon the teacher's leadership. As Intermediates, they have developed an all-round ability which makes it

safe for their teachers to place responsibility upon them and expect them to perform their duties faithfully and well.

The problem here, as stated elsewhere, is not the problem of the boy and girl. They want to do but do not know how. With the glow of conversion still warm in their hearts, their greatest desire is to be of service in their church life. The problem is again the problem of leadership on the part of Intermediate workers.

Should leadership be lacking, it will doubtless mean that many capable Intermediates will lapse into indifference and become shirkers or jerkers instead of trained workers. Gifts neglected are soon lost.

CHAPTER VI.

THE ORGANIZED CLASS FOR INTERMEDIATES.

By watching Intermediate boys and girls at play, it will be observed that they love team work. They organize themselves into clubs and go together in groups.

1. The basis of class organization.

This marked development accompanies the dawning of adolescence, which brings a new social awakening, or group consciousness. This social awakening expresses itself in the various organizations so well known to those familiar with growing boys and girls. Thus, the developing social nature is the basis of class organization.

The difference between the organization of Juniors and of Intermediates is chiefly that of permanency. Juniors play in gangs, the organization of which is temporary. When the game is over or the object of the organization is accomplished, it disbands. Intermediates, being more developed, organize upon a more lasting basis; they elect permanent officers who make stated reports of their activities.

The nature of these Intermediate organizations is so flexible that they include a wide range, such as athletics, outdoor activities, literary and dramatic, religious, missionary, musical, industrial, and even secret fraternities and sororities.

The common bond which binds them together is strong. The team idea means promoting the good of the whole group. These boys and girls will do for the sake of all that which they might not care to do alone.

This group influence may be utilized either for good or for bad. The crowd will carry some boys and girls into sin just because all of them were going, or may influence them in good deeds because "we agreed to."

The purpose which the Sunday school has in encouraging class organization is simply to capture and direct for Christian service this inherent group love and loyalty; to utilize the co-operative tendencies of these boys and girls for their own good and for the good of the Sunday school. The tendency is in their lives and there is power in it; they do things in teams and groups more readily than alone; why not capture this tendency for God and for the good of their own souls?

To do this, is to work with nature and to succeed with the boys and girls; not to do this is to disregard nature and to fail in a large measure with the boys and girls.

2. The class organized.

The organization of an Intermediate class in the Sunday school should be simple. The period of elaborate class organization is in the Senior and Adult departments. The officers needed in an Intermediate class are as follows:

(1) A president, whose duties are:

(a) To preside at the sessions of the class, both on Sundays and on week days.

(b) To represent the class in the general councils of the Intermediate department.

(c) To plan and execute such activities as seem most likely to bring blessings to the class; especially to plan the social and religious activities of the class; to keep informed about the best methods of class organization and the progress of the organized class movement in all lines throughout the country.

(2) The vice-president, whose duties are:

(a) To preside in the absence of the president.

(b) Enlargement, which means assuming chief responsibility in getting new members and in looking up absentees; this also involves leadership in ministering to the sick and in correspondence with members of the class who may move to other places; also in correspondence with classes in towns where these members may go, for the purpose of enlisting these members in the activities of similar classes wherever they may be.

(3) The secretary and treasurer, whose duties are:

(a) As secretary to make, each Sunday, proper records of attendance, punctuality, Bible bringing, studied lesson, offering, and church attendance, turning these records over to the departmental secretary.

(b) As treasurer to receive and disburse moneys; and to develop the class in systematic and proportionate giving in harmony with the financial and benevolent policy of the school. This can be done by keeping before the class on a blackboard or on charts the objects for which the class is to give, and information about the needs involved in the giving.

The committees of an organized class.

Intermediate classes should not have "standing committees." Intermediate pupils do not "stand;" they go! The best committee work is done by the members of the class who are appointed for a special task to be done during the week. This appointment may be made by the president in consultation with the teacher. When the committee reports upon the work it has done, it is discharged.

By placing special responsibility upon president, vice-president, and treasurer, for definite lines of service, as suggested above, the old-time lines of committee work are done away with. These officers, as chairmen of committees, are at liberty to ask the help of any members of the class. The chairman of a committee is usually the responsible person in the committee. This plan puts the responsibility upon one person.

Should the chairman need help, he would naturally ask aid of the members of the class who are most congenial. Such a committee is vastly better than could be nominated or appointed by the president. The outstanding benefit of this plan seems to be that it locates responsibility upon one person, then leaves that person free to exercise his powers of leadership in winning others to help accomplish the task assigned.

3. The size of the class.

By watching the play life of Intermediate boys and girls, it will be discovered that their gangs or clubs are usually small; as a rule, their numbers do not exceed ten or twelve; many are smaller, numbering six to eight.

In the Sunday school, it is better to proceed upon the principle of the small class rather than the large class. The teacher should not have more pupils than can be given personal attention. If, in an Intermediate class, there are one or two or more pupils whose interest and co-operation the teacher cannot secure, it is evident that the class has just that many pupils more than it should have. Many times one pupil may become such a disturbing and distracting element that a teacher should be provided for that pupil alone.

Tables for Intermediates are made in a semi-circular fashion with space sufficient for the teacher and seven pupils. This seems about ideal.

4. Boys separate from girls; men to teach boys, and women to teach girls.

This is basal in class organization for Intermediate pupils. There can be no working together in any real sense when the class is mixed. Congeniality is the secret of successful class organization, and in a mixed class of Intermediates there can be little congeniality. Boys and girls at this time of life are inclined to pull apart rather than together.

5. The relation of the organized class to the school and the preaching service.

The teacher of the class may direct the spirit of the organized class toward loyalty to the school and to the preaching services. These pupils love to be partners in home and school affairs; they should feel a partnership in the success of the Sunday school and of the church.

Co-operate with superintendent.

The Intermediate organized class should be loyal to the superintendent of the main school and co-operate with him in all plans of work. The teacher can influence the class either for or against the superintendent; it is needless to state that the teacher's influence should be for the superintendent and for co-operation with his plans. The teacher should seek to stir the pride of the class in prompt attendance, and in participation in all general exercises, such as singing, Bible readings,

map work and drills. There can be nothing much more disheartening to the general superintendent than a class that will not do anything they are asked to do.

Attend preaching.

Church attendance ought to be an aim of the organized class. Upon the supposition that the majority of Intermediate pupils will be Christians and church members, they ought to feel their duty and privilege in church attendance.

This matter can be handled by the teacher and the president of the class working together. At least, the teacher, the president, and the Christian members of the class ought to set the example and urge the other members of the class to join them in church attendance.

A teacher who realized that the class was not attending church, resolved to remedy the situation. After a little talk with the president about it, the teacher made a statement to the class about as follows:

"I have found a convenient seat in the church, a little back from the front, and the ushers will allow our class to occupy it during the preaching service. I wish to invite all of you to sit with me this morning during the service. The pastor will preach about the missionary topic we discussed with so much interest recently, and he will expect us to be in our places.

"Also let me remind you that in our department, from now on, thirty per cent out of a hundred will be given as credits in our record system for attendance on preaching. I want our class to lead the whole department in its averages upon this basis."

Much discussion is being had on all sides about the problem of church attendance by the Sunday school pupils. The discussion is usually upon "the children" and the problem seems to be acute chiefly in the city churches.

For the purpose of this discussion "the children" will not be considered. Our chief concern is with boys and girls. They are old enough and big enough to sit through the sessions of the day school and to attend long concerts and entertainments. Surely they are old enough and big enough to attend the services of the church where the gospel is preached, at least once on every Sunday.

Securing church attendance.

In securing the church attendance of boys and girls, two things seem necessary:

(1) A "push" into the preaching service by the Sunday school. This is being effectively given by the best schools. None are more anxious than the Sunday school teachers are; they want their pupils to attend the preaching services in order that the work of teaching may be brought to a successful culmination through the preaching of the gospel.

This "push" usually consists of (a) constant urging to attend the preaching service, (b) heavy credits in the marking system, (c) monthly or quarterly reports to the parents upon this matter, and (a) making it a definite aim of the class organization.

(2) The "pull' by the pastor may consist of (a) making the preliminaries shorter, as it seems hardly reasonable to expect boys and girls to sit through a formal opening service of forty minutes or more preceding the sermon, (b) utilizing the boys and girls in some way during the opening worship, as in the singing, reading or recitation of Scripture, passing books, or the collection plates, (c) making the sermon in some measure fit the understanding of boys and girls.

How often does the sermon seem to go over the heads of the average adult members of the congregation, much more of the boys and girls. If adaptation is the secret of holding attention and securing interest in teaching, it must not be forgotten by the pastor in preaching.

This problem seems to be in connection with the Sunday morning preaching service more than the Sunday evening service. Why is this? Doubtless because the Sunday evening service, in many churches, is attended more largely by boys and girls and young people than by adults. The young people's societies usually meet Sunday night, an hour before the preaching service, and they stress loyalty to the pastor and the Sunday night service. While not all the visiting young people and non-Christians who attend the young people's meeting may conscientiously attend the Sunday night preaching service, the Christian young people and church members, as a rule, do so.

Again, it is noticeable that the Sunday evening preaching service is much less formal in its musical program and other leading features. Many pastors utilize their young people in the singing by having them in a young people's chorus, and by having them use "Gospel Hymns" rather than more stately church music. Sometimes the pastor will even call upon a young man to lead in prayer. Many pastors count upon their young people for personal soul-winning, following the sermon Sunday night.

It may be stated as a principle that the problem of attendance upon preaching, where it is a problem, can be worked out if both the Sunday school and the pastor will co-operate in their plans for satisfactory solution.

6. Organized class activities.

The nature of boys and girls demands some means of utilizing their growing powers. These powers must be harnessed up and directed toward worthy aims, else they will break out in wrong directions.

"Impression must lead to expression, or it will end in depression." This is never more true than of Intermediate classes. An Intermediate class will be the deadest or the livest in proportion as the teacher leads the class into congenial activities.

Good teaching should be followed by appropriate activities. These activities should be immediate, not remote. This may be easily true in an Intermediate class. The teacher can get results, week by week, with these active boys and girls. If a truth is made clear to them, their natural desire is to act upon it.

Class organization is the means of directing the expressional activities of organized classes. Each class should have a definite aim toward which to work in its activities. Worthy aims are legion. It is simply a matter of choice. Times, seasons and conditions will necessarily determine the choice. In general, activities are of two kinds, Sunday activities and week day activities.

(1) Sunday activities. A number of these have been previously mentioned; a summary may be given under two heads:

(a) Those connected with the lesson; such as home study, handwork, including reports on special topics, essays, map work and note book; good order and attention in class; leading the class in prayer; giving testimony; speaking to the lost members about becoming Christians. All these are possible, and should be included in the aim of a good class.

(b) Those connected with the preaching service: Such as attending preaching; engaging in singing, prayer, reading, and giving; when asked, act as ushers, distribute books or cards; be a pastor's helper; and, highest of all, professing Jesus as Saviour, offering one's self for church membership, and following the example of Jesus in baptism.

(2) Week day activities. Sunday teaching should lead to Monday serving. "Why stand ye here idle all the day?" Many Intermediate boys and girls might answer, "Because no man hath hired us." "Pure religion and undefiled before God and the Father is this, To visit the fatherless and widows in their afflictions, and to keep himself unspotted from the world."

The teacher should aim to have the pupils give daily expression to the truths, principle and spirit of Christianity as taught Sunday by Sunday. The following activities are desirable because they are based upon the idea of helpfulness to others, and will lead to self-improvement.

The list may suggest some aims to teachers of Intermediate classes:

(a) Support an orphan.
(b) Support a Chinese or Brazilian student.
(c) Support a Bible woman.
(d) Send a student to one of the mountain mission schools.
(e) Endow a hospital bed.
(f) Send literature to the hospital.
(g) Carry flowers to the sick.
(h) Give a birthday party to teacher or member of the class.
(i) Correspond with a foreign missionary.
(j) Send pictures for kindergarten work to Chinese missionary.
(k) Collect silk scraps for missionaries who teach children.
(l) Plan a camp-hunt or summer outing.
(m) Keeping up tennis courts or bowling alley.

(n) Work in a mission Sunday school.
(o) Help the mission boys and girls with their lessons.
(p) Make the B. Y. P. U. work go.
(q) Enlarge the list of B. Y. P. U. daily Bible readers.
(r) Be messenger boys for superintendent or pastor.
(s) Serve tables at teachers' meeting or church banquet.
(t) Take part in neighborhood prayer meetings.
(u) Boost the good books in the library.
(v) Lead in organizing a tither's band.
(w) Maintain a tract rack and distribute tracts.
(x) Have a class Mission Study class.
(y) Mount and display missionary and temperance pictures.
(z) Be a real Christian in business.

(etc.) Constantly keep in mind the young Christian's one task, "To spread the gospel," and take advantage of every opportunity to train for efficiency in this task. A worthy promotion from an Intermediate class into the Senior department would be promotion into a teacher training class for the definite purpose of training for active service.

A good rule to observe with Intermediates would be, "Let the pupils do what they can." They must plan and execute in their own way if they are to be benefitted. David could not fight in Saul's armor. Boys and girls cannot work according to adult methods. Their best work is by their own methods, under adequate adult supervision.

The teacher's work is chiefly to suggest and guide the activities of boys and girls, and not to repress their efforts. Pupils should be encouraged to do their best, and should be complimented upon their achievements. The wise teacher, or leader, will give them free rein when within proper limits. It is better and easier to direct and divert the current of a stream that is doing damage, than to dam it up. Direction of adolescent energy is better than repression.

7. Standard of Excellence for an organized class in the Intermediate department.

In order that an Intermediate organized class may have a goal, or aim, toward which to work, and in order that its activi-

ties may include all essential lines of endeavor and result in symmetrical development, there is herewith offered a Standard of Excellence for Intermediate classes. The class attaining these ten points will be upon a basis of efficient work, and able to go forward into lines of activity as it may see fit.

CLASS STANDARD OF EXCELLENCE IN THE INTERMEDIATE DEPARTMENT.

(1) *Properly graded.* That is, a class for each year—thirteen, fourteen, fifteen, sixteen. Boys separate from girls.

(2) *Fifteen pupils or less in each class.* Average attendance of class shall be sixty per cent upon the basis of the Six Point Marking System; each absentee shall be communicated with each week.

(3) *Class shall be organized* after the manner of the "Class Schemes" given below.

(4) *Class room.* Each class shall have its own room, equipped with teacher's table, class table (optional), maps and blackboard.

(5) *Bible for each pupil,* and Bibles rather than "helps" used in the class work.

(6) *Baptist Literature* shall be used by the class; either the Graded lessons or the Supplemental lessons in connection with the Uniform Series.

(7) The class shall *use the Six Point Record System,* making a general average of 90; the system includes the following points: Attendance; on time; Bible in hand; studied lesson; attendance upon preaching; offering. (Although percentum credits for the several points may vary, the following is suggested: Attendance upon Sunday school, and attendance upon preaching—30 each; all other points, 10 each.)

(8) All offerings shall be made to the general treasury of the school, except by special arrangement with the authorities of the school.

(9) *The Teacher shall hold the Normal Course Diploma with the Blue Seal;* and shall be uniformly punctual, with at-

tendance at least 85 per cent perfect. If absent, shall notify the departmental superintendent in time to secure a substitute.

(10) The *class shall meet with the department* in the opening or closing exercises of the main school, according to the rule of the school governing the department, *for not less than fifteen minutes each Sunday.*

8. How to attain the Standard.

(1) Put the Standard on the wall of the class room. "Out of sight, out of mind" will apply to this matter, as to many others. Some member of the class can doubtless make a chart of the points in the Standard, or the class can secure a wall chart of it from the Sunday School Board at Nashville.

(2) Put a star beside the points the class has to its credit. A number of points can doubtless be attained by vote of the class and a little effort; for example, points 1, 2, 3, 8, and 10. This will leave blank the points to be attained.

(3) Take up the points to be attained in the order of the easiest first; go to work; appoint such committees as may be necessary; require weekly reports; set a time limit upon the efforts of the class to attain any given point.

9. Class schemes for Intermediates.

FIRST GRADE INTERMEDIATE, 13 YEARS OLD.

Pin. No. 400.

BOYS 13 YEARS OLD, No. 1.

Name: Hy, Shy, Ny.
Colors: Medium blue, gold and white.
Motto: Aim high; fight shy; draw nigh.
Aim: To help each other to live up to our motto.
Verse: That in all things he might have the pre-eminence. (Col. 1: 18.)
Song: Changed to His Likeness.

Pin. No. 401.

BOYS 13 YEARS OLD, No. 2.

Name: Volunteer Band.
Colors: Red, white, blue and gold.
Motto: Know; give; go.
Aim: To serve him in needy places.
Verse: Here am I, send me.
Song: I'll be a Volunteer, or, Here am I, Send Me.

GIRLS 13 YEARS OLD, No. 1.

Pin. No. 402.

Name: Week Day Workers.
Colors: Green and gold.
Motto: At it; all at it; always at it.
Aim: Daily prayer, study, service.
Verse: This day is a day of good tidings. (2 Kings 7: 9.)
Song: Moment by Moment.

GIRLS 13 YEARS OLD, No. 2.

Pin. No. 403.

Name: Queen Esthers.
Colors: Light blue and gold.
Motto: Esther 4: 14, last clause.
Verse: Neither count I my life dear.
Song: Take My Life and Let It Be Consecrated, etc.

SECOND GRADE INTERMEDIATE, 14 YEARS OLD.

BOYS 14 YEARS OLD, No. 1.

Pin. No. 404.

Name: Valiant Knights.
Colors: Red, blue and green.
Motto: Nothing Unholy, Unkind, Untrue.
Aim: To suffer hardship as a good soldier. (2 Tim. 2: 3.)
Verse: Put on the whole armour of God. (Eph. 6: 13).
Song: Yield Not to Temptation.

BOYS 14 YEARS OLD, No. 2.

Pin. No. 405.

Name: Overcomers.
Colors: Light blue, green and gold.
Motto: Let Us Go Up at Once. (Num. 14: 30.)
Aim: To help one another overcome temptation.
Verse: Take the shield of faith. (Eph. 6: 16.)
Song: Loyalty to Christ.

GIRLS 14 YEARS OLD, No. 1.

Pin. No. 406.

Name: True Blue Girls.
Colors: Blue, red and gold.
Motto: Called, Chosen, Faithful.
Aim: To be true witnesses.
Verse: I have chosen you that ye bring forth fruit. (John 15: 16.)
Song: Who is On the Lord's Side?

GIRLS 14 YEARS OLD, No. 2.

Name: Always Ready Class.
Colors: White and yellow.
Motto: Those that Were Ready, Went In.
Aim: To enter every open door of service.
Verse: I say unto you, "Watch."
Pin. No. 407. Song: When Jesus Comes to Reward His Servants.

THIRD GRADE INTERMEDIATE, 15 YEARS OLD.

BOYS 15 YEARS OLD, No. 1.

Name: Agoga Cadets.
Colors: Dark blue and white.
Motto: Go Forward.
Aim: Training for Service.
Verse: Remember now thy Creator in the days of thy youth.
Pin. No. 408. Song: The Fight is On.

BOYS 15 YEARS OLD, No. 2.

Name: S. O. L. Class.
Colors: Orange and white.
Motto: Serving others loyally.
Aim: To exalt the Sun of Righteousness.
Verse: I am among you as one that serveth.
Pin. No. 409. Song: Sunlight.

GIRLS 15 YEARS OLD, No. 1.

Name: King's Messengers.
Colors: Red, white and gold.
Motto: The King's business requireth haste.
Aim: To run and not be weary.
Verse: As thou hast sent me, so I have sent them. (John 17: 18.)
Pin. No. 410. Song: Speed Away.

GIRLS 15 YEARS OLD, No. 2.

Name: Obedient Servants.
Colors: Navy, white and yellow.
Motto: Hear ye Him.
Aim: To do His will.
Verse: What He saith unto you, do it.
Pin. No. 411. Song: Trust and Obey.

FOURTH GRADE INTERMEDIATE, 16 YEARS OLD.

BOYS 16 YEARS OLD, No. 1.

Pin No. 412.

Name: Gideons.
Colors: White, gold and dark blue.
Motto: Every man in place.
Yell: The sword of the Lord and of Gideon.
Aim: To be in place, on time, Bible in hand, for service.
Verse: Let your light so shine. (Matt. 5: 16.)
Song: Stand up for Jesus.

BOYS 16 YEARS OLD, No. 2.

Pin. No. 413.

Name: "V. I. S." Class. (Valiant in Service.)
Colors: Red, white and black.
Motto: Quit you like men.
Aim: Diligent in business, serving the Lord.
Verse: Strong in the Lord and the power of His might.
Song: Yield Not to Temptation.

GIRLS 16 YEARS OLD, No. 1.

Pin. No. 414.

Name: Sheaf Gatherers.
Colors: White, brown and yellow.
Motto: He that goeth forth and weepeth, etc. (Psalm 126: 5, 6.)
Aim: To fill our hands with golden sheaves.
Song: Must I Go, and Empty Handed, Must I Meet My Saviour So?

GIRLS 16 YEARS OLD, No. 2.

Pin. No. 415.

Name: Daughters of Ruth.
Colors: Light blue, gold and white.
Motto: Working or gleaning, as He bids.
Aim: To do cheerfully the duty of today, however humble.
Verse: Where hast thou gleaned today? (Ruth 2: 1.)
Song: Bringing in the Sheaves.

CHAPTER VII.

DEPARTMENTAL ORGANIZATION.

A BRIEF SURVEY OF THE SIX DEPARTMENTS OF THE MAIN SCHOOL.

SO FAR, in these studies, we have considered the Intermediate pupil, the kind of teacher who best succeeds with this pupil, the kind of lessons that are best suited to this pupil, and the kind of class organization best adapted to this pupil.

We will now consider the matter of departmental organization and some principles of success which should be found in the Intermediate department best suited to hold these pupils.

1. The departmental basis in the modern Sunday school.

The departmental idea underlies all modern Sunday school thinking. The successful schools today are those which are departmentally arranged and conducted. One of the outstanding results of the experimenting of the past generation is the verdict of the Sunday school leaders to the effect that no school can be permanently great, either in its attendance or its teaching, that is not departmentally organized. Upon the departmental basis, there can be found a solution to all the so-called "problems" of the modern Sunday school. It is safe to say that a capable departmental superintendent with the workers in the department can care for any situation that arises, and care for it in the best way.

This is the era of great schools; great in numbers and in their teaching. In numbers, there are scores of schools in the Southern Baptist Convention with an average attendance of 500 and above. A worthy number have an average of 1,000 and upwards. Notable cases of the latter are in Richmond, Atlanta, Dallas, and Fort Worth.

How have these schools gotten their great attendance? There is but one answer—by efficient work in the various departments.

2. Why departmental organization results in efficiency.

(1) Departmental organization has its basis in nature. The several departments are simply plans to bring together for spiritual ends the pupils who commonly go together and have similar tastes and abilities.

The departmental lines, or age limits, conform to the natural grouping of pupils according to their development. It is a well-known principle of paidology today that life is an unfolding process and falls into certain well-defined periods and that in each period certain interests dominate.

For example, in childhood, play is the dominating interest; in boyhood and girlhood, verbal memory is uppermost; in the life of young people, it is romance, imaginative literature and biography; in adulthood, it is the reasoning faculty and the practical application of Bible truth. Nature "departmentizes" the pupils; the modern Sunday school simply adapts its methods to the existing conditions.

The Intermediate department is a good illustration of this truth. In it are pupils from 13 to 16. While there is much difference between a pupil of thirteen and one of sixteen, yet these four years go together better than any other four years around this period. They form the first natural division of the period of adolescence, stretching from twelve to about twenty-four. Better work can be done with these early adolescents when they are separated from the Juniors, just younger, and from the Seniors, just older. The methods that succeed with Intermediates must be different from both the others.

(2) Upon the departmental basis, good leadership is possible. The pupils of a few given years are grouped and become, with their teachers, a unit capable of organization and development. The departmental superintendent becomes the responsible head of the department and is entrusted with the development of the department along all good lines. Thus for the winning, holding and developing of a certain group of pupils, responsibility is definitely located. Results result.

(3) Upon the departmental basis, there can be adaptation of lesson material and teaching methods.

As a result of the study of teaching methods, Sunday school workers realize first consideration, in teaching, must be given

to the learner's mind, needs and capabilities at a given period of life; and, in the light of these things everything else must be determined. If in Sunday school work we miss the pupil's mind and life—we miss the target we are aiming at. The pupil's mental ability and spiritual needs determine two things: the selection of lesson material and the selection of the methods of presenting it. "The need of the pupil is the law of the teacher" in everything the teacher does for the pupil.

Since the pupil's mental ability and spiritual needs are not the same in any two departments of the modern Sunday school, the lesson material and teaching methods must not be the same. Growing appreciation of this principle brought on the Graded lessons. Upon this principle it is impossible to longer attempt to teach the same lesson to all pupils. The departmental organization made possible our present arrangement of Graded lessons to fit the convenient groupings of years in the departments.

(4) Upon the departmental basis, team work is possible. Wherever a number of people must work for a certain end, success depends upon team work. All must "pull together." This principle is absolutely necessary in the Sunday school. A capable departmental superintendent can do no finer work than to develop the spirit of loyalty and friendly co-operation among the teachers and classes of the department. With such a spirit existing it is easy to direct the efforts of all toward the upbuilding of the department.

With all working together the department can be made to cover its possibilities in the church and community. Also certain other departmental aims may be attained, as missionary, social, and benevolent.

(5) The workers become specialists—through study and conference together. This is one of the crowning advantages of the departmental idea. The departmental superintendent may gather the teachers and workers for a study of the principles of success with their pupils, or meet for conference upon departmental plans and problems, or for the mastery of lesson material and methods of teaching. Such work as this tends to sharpen the wits of workers and give them skill.

Again, by dealing with the same grade or grades, year in and year out, workers within a department become efficient. They learn to know by actual experience what kind of work can be done by their pupils and the best methods of getting work done. The combination of study and practice leads to perfection.

Mr. E. Morris Ferguson puts it well: "See how the Primary workers grow! They are head and shoulders above the rest in organization, in printed helps, and in sheer pedagogical efficiency. Why? Because they have accepted a narrow location, or age limit of pupils, and maintained it through the years. They have done the same kind of work over and over again. Of course they have grown efficient."

3. The growth of the departmental idea.

In the growth of the departmental idea, credit must be given the Beginners and Primary workers for leading the advance movement. First of all they saw the absolute necessity of separating the children from the grown people. The old-time "infant class" yielded to their touch and became the Beginners and Primary departments, as at present.

The Junior department came as a natural result of the promotions from the Primary. Primary teachers were not willing for their good work to go to waste because not carried on to completion, so they infused with their spirit the workers higher up. This resulted in the organization of the Junior department.

For a while growth seemed to stop here. After the Junior department, things seemed to whittle out. Beyond the Junior was "no man's land."

Then began the adult class movement. Organized class methods were featured in institutes and conventions; they made a great appeal to aggressive folks. Many pastors woke up and built up great men's and women's classes. Many schools became noted for their great adult classes.

About the same time there began the teacher training movement which was closely linked up with the Adult movement, because dependent upon adults for material. You must have men and women if you have enough teachers and officers.

As the adult classes became large and unwieldly, the younger members were gotten out of them into classes of their own, thus bringing on the Senior department.

Thus the departmental development grew from the two extremes—the children and the adults. This left the pupils of the early teens without much consideration or provision. The Intermediate department was termed the "leakage department" or "the department with a hole in it" and in most schools it was allowed to live up to its name.

4. Much present day interest in the Intermediate department.

It is a hopeful sign that today the Intermediate department is receiving great consideration. No discussions are more popular than "teen-age" discussions. The department has been standardized along with the others, has been architecturally provided for, and methods peculiar to the Intermediates are being advocated. This means the closing of the leakage gap. Also, it completes the departmental organization of the Sunday school. When the Cradle Roll and the Home department are added to the departments of the main school, there is a place for every man, woman and child, no matter what the conditions surrounding them may be. No other church organization can claim to have a place for everybody, and an organization at work to get everybody in his place.

5. Not too many departments.

The age limits of the modern departments have been fixed by common consent of the leading workers over the land. They represent the best experience of the past.

These age limits seem to fit into the natural divisions of life, and the pupils within the several departments seem to go together better than upon any other basis. Hence, there is not "too much organization;" there are not "too many departments."

In fact, some workers advocate still closer division of the age limits of the pupils, and the forming of another department. The Junior and Intermediate departments, which carry four years each, seem to some to have one year too much in each. The last year Junior and the last year Intermediate

seem to present difficulties that some think will be solved by recasting the age limits of each department.

If in the future there should be a recasting of the departmental lines, it seems most likely to come through a transfer of the last year Junior, or the twelfth year, and a transfer of the last two years Intermediate, or the fifteenth and sixteenth years. The arrangement would doubtless be something like this:

Junior—Nine, ten, eleven.
Intermediate—Twelve, thirteen, fourteen.
Young People's—Fifteen, sixteen, seventeen.

Thus, three departments will be made out of the two original ones.

Those who advocate this change do so upon the basis that the twelfth year is really the beginning of adolescence with many pupils and the Junior teachers find difficulty in holding their interest along with younger boys and girls. They are at least near-adolescents and are looking toward the group of young people just ahead rather than back at the younger boys and girls. It is thought that promotion at or near twelve rather than thirteen would help hold them.

Regarding the Intermediate pupils fifteen and sixteen years old, it is held that the stretch from thirteen to sixteen is too long. The transformations in life in those years are too great. To span them successfully in one department seems to more than tax the skill of most Intermediate superintendents and their helpers. In the majority of Intermediate departments difficulty is found in handling the fifteen and sixteen-year-old pupils in separate classes. Most frequently they are combined and promoted into the Senior department as a combined class. It is thought that promotion at about fifteen would be an attraction to these pupils and if the occasion and the awards are properly featured, would serve to hold in Sunday school many who would otherwise drop out.

Here, again, is the problem of the "high school minority and wage earning majority." Possibly the need of this new arrangement is heightened for those who advocate it by the

presence of the "wage earning majority." They, more than the other, would doubtless become restless under the handwork, supplemental work and other requirements for promotion. To the high school pupils, these methods would doubtless be pleasing.

To sum it up: all indications point to the retaining of all the present departments. None can be spared. And it is possible that a new department may be evolved within the teen-age period.

Solution of the problem.

Here we may fall back upon the principle that the departmental organization with properly equipped officers and teacher will be able to solve this problem. Out of all this discussion they will doubtless evolve "*leaders*" in the work of the teen-age boys and girls. This is doubtless the greatest apparent need in connection with the teen-age work.

Every Sunday school of any size needs a "leader" of the boys, especially. One who understands their love for games and sports; who knows the fundamental principles of the Boy Scout Movement and will adapt them to the teen-age boys of the Sunday school. Who will teach them how to play a clean game and live a clean life. Who can teach them Christianity, on Sunday, from the Book, and teach them Christian living, between Sundays, from actual experience.

6. The departmental worker's conception of his place in the scheme.

To be a departmental worker means, of course, that one's whole time and thought will be given to the pupils of one grade of one department. This may be one's place year in and year out.

It is very important that a departmental worker shall have the right conception of the value of such an arrangement and shall magnify the place and its opportunity. A worthy ambition for such a teacher or worker would be—"to be the best teacher in the land for the pupils of my grade."

An *unworthy conception* would be that—"my place is so small it makes no difference much." Such a teacher needs a larger view of the plan and purpose of the whole scheme. No

place is "too small." Each year's work is an essential unit in the whole plan. Is any one year of the pupil's life "so small it makes no difference"?

The *right conception* is that "my place is essential to the successful development of every pupil who passes through our Sunday school."

Importance of Intermediate years.

In no department is such a conception more necessary than in the Intermediate, for one year there marks success or failure, many times. And what happens in the Intermediate department largely determines the future of the pupil. All efforts of the preceding years are lost if the pupil is lost here; and there is no future. To lose the pupil is to cut down the tree and abandon hope for fruitage. Any teacher who, by skill and devotion, saves a pupil at this time may be well satisfied with the fruit of his hands.

When will the kingdom of God cover the earth? We do not know the time, but we may be satisfied that it will be only when there is brought upon the scene of action a generation of workers who are trained and equipped for the task. Hence, the conception of the modern Sunday school and the hope of the future is that, one day, there will be all along the line trained teachers and workers, so that every child will be taught and trained each year by an expert, then promoted to the Junior department where, as a boy and girl, each one will be trained and taught by an expert, then promoted to the Intermediate department, to be held, taught and trained, each year, by one who is expert in these difficult years; then promoted into the Senior department for further development in the work of the organized classes.

When that generation of boys and girls comes through the process contemplated in the departmental Sunday school, we may hope to see the output of our schools measuring up to the demand for "workers trained and joyously engaged in the Master's service."

7. A brief survey of the departments.

Departmental workers should study and magnify their own department. Yet it is necessary in order to maintain the unity

of the Sunday school and to hold all departments in proper relation to each other and to the whole, that departmental workers should know the general plan of the entire organization.

As a workman on a building must go now and then to the architect's plan of the whole in order to see how his own part fits in, or must go across the street and look at the building as a whole—just so it is necessary to take a bird's-eye view of the whole plan of the departmental school.

The charts which follow serve to give an idea of the arrangement of the several departments and the brief discussion presents the essential things in their organization and management.

I. THE CRADLE ROLL.
Ages, Birth to 3.

(1) *Equipment—the Roll.*

Upon this roll may be placed the names and birthdays of children too small to attend Sunday school. Besides the Roll,

there should be a supply of certificates, birthday cards, enrollment blanks and cradle roll pins.

(2) *Organization.*

(a) The superintendent, who will have general oversight of all children too small to attend Sunday school.

(b) Helpers: as many as the superintendent shall find necessary to do the visiting, and otherwise care for the little folks before, and upon, their entrance into the Sunday school.

II. THE BEGINNERS DEPARTMENT.

Ages, 4, 5.

In a small department of not over twenty children, all may be taught in one room by one teacher. The arrangement is to seat them in little chairs, in a circle; the teacher forms one of the circle.

If the department has more than twenty children, grade it into two classes, as follows:

First grade: Children four years of age, with teacher.

Second grade: Children five years of age, with teacher.

Each grade will be arranged in a circle, children seated in little chairs. Separate the grades by a curtain or screen.

(1) *Equipment.*

(a) The room. Have a separate room with a level floor for the Beginners department. If a separate room is impossible, at least have a curtained-off space.

(b) The furnishings. For the teachers and officers, if possible, have *a table* or a desk with large drawers to contain the necessary illustrative material. There should also be *a desk* for the secretary and treasurer. There should be *a piano or organ, a blackboard*, the necessary *charts*, and a *rack* for displaying them.

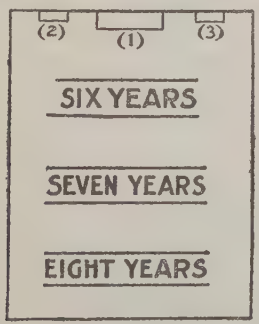
(2) *Organization.*

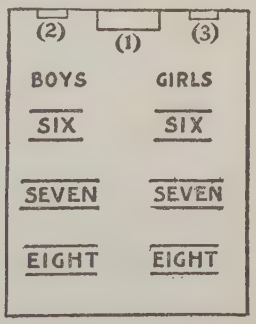
(a) The officers. The following is the minimum organization for an average Beginners department: A superintendent, the necessary teachers, a secretary-treasurer, and a musician.

(b) Teachers. If the department is large, the superintendent will, of course, secure necessary helpers to act as caretakers and, if necessary, assist the class teachers in managing and teaching.

III. THE PRIMARY DEPARTMENT.
Ages, 6, 7, 8.

The diagram to the left, below, outlines the plan for arranging the classes by ages, boys and girls of the same age in one class. The diagram to the right shows the plan for seating boys and girls separately by classes and ages.





NOTE—In these diagrams, (1) shows the location of the superintendent, (2) the musician, and (3) the secretary.

(1) *Equipment.*

(a) The room. The essentials are a *separate room* with level floor, abundant *light* and *ventilation*, tastefully *tinted walls* and broad window sills. If a separate room is impossible, have at least a curtained-off corner.

(b) The furnishings. There are certain furnishings necessary for the officers and teachers. If possible, have a table or desk for the superintendent. There should also be a desk

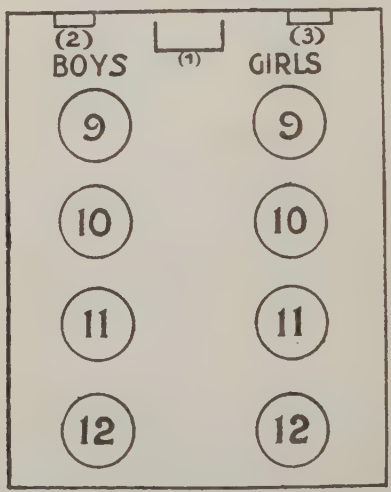
for the secretary-treasurer, there should be an organ or piano, a blackboard, a song roll, the necessary charts and a rack for displaying them.

(2) *Organization.*

The minimum organization for a standard Primary department of average size is a superintendent, a secretary-treasurer, a musician, and at least three teachers.

IV. THE JUNIOR DEPARTMENT.
Ages, 9, 10, 11, 12.

Boys separate from girls; a class for each year, as follows, with teacher for each class, as indicated.



NOTE—In this diagram, (1) shows the location of the superintendent, (2) the musician, and (3) the secretary.

A class should not exceed eight or ten pupils in number. It may be necessary to have several classes of the same age.

(1) *Equipment.*

(a) The room. A separate room or curtained space is essential for the best work. Group all the Junior classes in the

same room or section of the building, thus forming a Junior department. Fortunate is the Junior department having a *separate room* with a level floor, abundant *light* and *ventilation*, tastefully *tinted walls* and such *decorations* as appeal to boys and girls—and *tables* about which the classes meet.

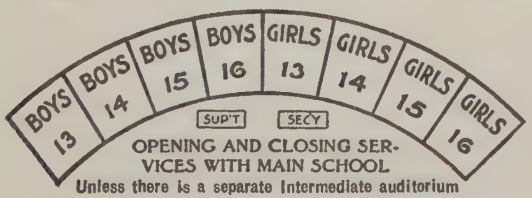
(b) The furnishings. For teachers and officers, the following six items are suggested: A superintendent's *table*, a *desk* in which to keep supplies, a *piano* or *organ*, a *blackboard*, a *song roll*, and the necessary *maps* and *charts* with a *rack* for displaying them.

(2) *Organization.*

The officers for this department should be a superintendent, an efficient secretary-treasurer, and eight teachers.

V. THE INTERMEDIATE DEPARTMENT. Ages, 13, 14, 15, 16.

Boys separate from girls; a class for each year with separate teacher for each class; men to teach boys and women to teach girls, as follows:



Classes should not exceed eight to twelve pupils in number. It may be necessary to have several classes of an age.

(1) *Equipment.*

(a) The rooms. Intermediate classes need separate rooms. In both the Primary and Junior departments all of the classes were together in one room. Hence, the Intermediate department is the first to require a separate class room for each class. The department is, of course, made up of the total number of separate classes. Class rooms should be furnished with maps, blackboards, tables and chairs, teacher's table and Bibles.

(2) *The organization.*

The full organization for an Intermediate department is: A *superintendent*, an efficient *secretary-treasurer*, and *eight teachers*, four for the classes of boys, and four for the classes of girls. If possible have men to teach the boys and women to teach the girls.

VI. THE SENIOR AND ADULT DEPARTMENTS.

Ages, 17 to 20, and 21 up.

These two departments so overlap and are so nearly alike that they are treated together.

(1) *Equipment.*

The equipment for these two departments is practically the same as for the Intermediate department, except that there should be large classes, and correspondingly large rooms.

(2) *Organization.*

In these two departments the emphasis in organization is placed on the *class more than on the department.* There should be a departmental superintendent and also a departmental secretary. In these two departments each class should have its distinct class organization. There should be for each class a president, a secretary, a treasurer, a teacher, and as many committees as are necessary for the work.

VII. HOME DEPARTMENT.

For those who cannot or will not attend Sunday school.

(1) *Equipment.*

Necessary equipment is enrollment blanks, record envelopes, and quarterlies.

(2) *Organization.*

(a) The superintendent, who will have general oversight of the work, receiving reports of visitors and making the full report to the school.

(b) Visitors. As many as the superintendent will find is necessary. As far as possible, classes should do their own Home Department visiting, appointing visitors from the class, using the literature of the class, and striving to make the Home department reach its possibilities for the class. The class visitors make regular reports to the Home department superintendent.

8. Some points of difference between the organization and equipment of the Junior and the Intermediate departments.

(1) The Junior department meets all together in one room, while the Intermediate department requires separate class rooms for best work.

(2) The Junior department requires tables about which the pupils meet for class work, since much of it consists of handwork. In the Intermediate department this is not so essential.

(3) The chairs for the Juniors should fit the size of the pupils' bodies, hence should be under adult size. For this reason a Junior department is not adapted for use as adult seating space. Intermediate rooms, seated with adult sized chairs may well adjoin the auditorium and be used as seating space for the congregation.

The academic student's chair with leaf on the right side is being successfully used by some for Intermediates.

(4) Junior classes should not have over six or seven members. When a given class is built up to over eight, it is well to plan to divide it. Intermediate classes meeting in separate rooms may well run to ten or twelve, possibly more.

(5) Junior classes have but the beginnings of class organization, and their activities are chiefly in the hands of the teacher. Intermediate classes should have a full organization. They are older, more capable, and the separate class room affords them better opportunity to do organized class work.

(6) The Junior department, meeting all together in one room, makes a feature of general exercises in which all the classes of the department join; even if it must open and close with the other departments, the superintendent takes time for some common drill work, song and prayer, missionary service and fellowship when occasion demands it.

The Intermediate department must rely upon the general superintendent for its open and closing exercises, unless they are among the few with their own department separate from the others. The separate Junior department is the rule in the best schools; the separate Intermediate is the exception even in the best schools.

(7) In the Junior department the chief aims in teaching are the memorization of choice Scripture passages in connection with Bible stories; these passages dealing chiefly with salvation, temperance and missions. And the winning of the pupil's heart and life to Jesus through repentance of sin and faith in him.

In the Intermediate department the majority of the pupils will likely be Christians, and the chief aim of teaching is to ground them in the doctrines of their faith and to teach them their duties and privileges as workers in the kingdom of God. The organized class is the means through which the teacher may lead them out to do the things about which they have learned.

CHAPTER VIII.

THE GENERAL OFFICERS.

HOW THEY MAY HELP THE INTERMEDIATE DEPARTMENT.

IN the previous chapters there has been given detailed discussion of some phases of the Intermediate organization; as, for example, the age limits, the general plan of organization of the classes, and the material equipment. These discussions may be summarized as follows:

(1) The pupils: Ages, thirteen, fourteen, fifteen and sixteen.

(2) The grades: Four grades, one for each year.

(3) The classes: At least one class of boys and one of girls for each grade, makng a minimum of eight classes. Large departments have several classes of each grade, as seems best. The classes should be organized and all be working to attain the standard of excellence for an Intermediate class.

(4) The teachers: If possible have men to teach the boys' classes and women to teach the girls' classes.

(5) The class rooms: For a standard department, there should be eight class rooms, not curtained spaces; each class room should be well lighted and ventilated.

(6) The room furnishings: There should be a teacher's table or desk to hold class supplies; comfortable chairs, blackboard, maps, charts and Bibles. Appropriate pictures, class banners, and pennants will add to the attractiveness of the room. A class room belongs to a class for one year, at the end of which the class will be promoted from it to another.

(7) The departmental assembly: Only in the large schools with ample equipment does the Intermediate department have an assembly room of its own. Usually this department must meet with the Senior and Adult departments for opening and closing worship, conducted by the general superintendent.

This chapter will indicate some ways in which the general officers may serve the Intermediate department. Much of the trouble with Intermediate boys and girls will depend upon the attitude of the general officers of the school toward these pupils. These officers, more than any others, make the atmosphere of the school. They can make it easy or hard for the officers of the Intermediate department. They can make it pleasant or unpleasant for the boys and girls. Happy is that Intermediate department whose pupils can feel that the general officers of the school are "for them."

1. The pastor.

It is a trite saying that the pastor of the church is, by divine appointment, the pastor of the teaching service of the church.

Possibly his best work is done between Sundays along those lines that will promote general Sunday school success; as in conference with workers, in teachers' meetings, or in training classes. On Sunday he may be left free to observe the general features of the school and to serve in the place of most need on that day. This discussion will not deal with the pastor's general work in the Sunday school, but with his special relation to the Intermediate department.

(1) Why the Intermediate department needs the pastor. Of course, every department will claim that it needs the pastor. Lo, the poor pastor; who is sufficient for all his duties? Yet is not his chief work and joy to serve where he is needed?

Possibly no department really needs the pastor more than does the Intermediate. Note four reasons of the many that could be given:

(a) Because the Intermediate pupils will respond most readily to his leadership. These pupils have developed the ability to do things, and they crave the opportunity. They want to be noticed; to be assigned tasks which afford an opportunity to "star," and to be complimented upon their achievements. None will work harder for the pastor than the Intermediates. They belong to the B. Y. P. U. crowd, and one motto of the B. Y. P. U. is "Be Your Pastor's Undertaker." These boys and girls will undertake to do anything worth while for their pastor. Another B. Y. P. U. motto is "Breaking Young

Ponies for Usefulness." These boys and girls will respond to any efforts the pastor may put forth along this line.

None will appreciate his excellencies more. "Hero worshippers," many of them will doubtless make him their ideal. How often do we hear boys and girls say, "Don't do that, because the pastor would not like it." This is a sacred relationship and ought to be utilized to the fullest.

(b) Because Intermediates need such development as the pastor alone can give them. He can develop in them a feeling of partnership in church affairs. After becoming church members, they want to do something for the church. When working for the pastor, they are in a very real sense working for the church. Many suggestions might be given as to pastor's plans for keeping these pupils busy. Note a few:

The messenger boys who run errands for the pastor and distribute tracts, literature, announcements, flowers, etc.

Mission Sunday school workers who may take part in the singing, Scripture recitation, and many times in the teaching. The older girls, especially, make good teachers for the younger children.

A young people's choir as a feature of the Sunday night service, or for service in hospitals, outdoor meetings, and cottage prayer meetings.

Making mission money. Pastors may lead their young people to earn mission money, and nothing pleases them more. Pastors have given pupils twenty-five cents each to invest and to give the proceeds to missions. They have led young people to give entertainments of music, recitations and demonstrations. Or, to buy a printing press and do the church printing, getting out the weekly calendar, and taking in job work. Or, to collect waste paper and sell it. One class of boys bought a vacuum cleaner and worked it for fifty cents an hour. Another class of boys organized themselves into a wood-chopping team.

(c) Because the pastor can help stop the leakage from the Intermediate department. If the boys and girls "like the pastor" they are less likely to leave his Sunday school and church. While the pastor's chief business is not to please boys and girls, yet he might do many things not so important for his church and the kingdom of God. If, by making friends with them,

leading them out into service, knowing their interests and ambitions, "running with them" on the play grounds, or in the woods, or in their social gatherings—if by these means he may help hold them in the Sunday school and the B. Y. P. U. and the preaching services, he will be building solidly for the future. These boys and girls are the only material out of which to make men and women. These days they develop with surprising rapidity.

A pastor who will give these boys and girls time and attention during the week will find that they will give him time and attention on Sunday. In his study he prepares a sermon for his hearers; in the homes, on the play ground, at the social, he prepares a hearer for his sermon.

Many pastors have had success with Boys' Clubs. Much literature is available on this matter. The great Doctor Hatcher, of Richmond, was a notable leader in this work. At his death, the men who were leading in his church there were chiefly "Doctor Hatcher's boys" whom he had held and trained in Bible study, prayer, public debate, social enjoyment, and simple forms of Christian service.

(d) Because the pastor can win these pupils to the B. Y. P. U. for training in simple Christian activities. The Intermediate department parallels the age limits of the Junior B. Y. P. U. This organization seeks as its members boys and girls under sixteen. Even where a church has no Union a pastor can, with little effort, have a Junior Union. Ample literature upon its methods of operation is available.

Why should the pastor be interested in getting these pupils into a B. Y. P. U.? Because the Sunday school cannot do for them all that should be done. There is not time enough in Sunday school to teach like a Sunday school teacher should, and, too, to train in Christian activities like the B. Y. P. U. does. The young Christian needs to have both. One without the other is like a boat with but one oar or a bird with but one wing. Each helps the other; each supplements the other.

The peculiar work of the Junior B. Y. P. U. The Junior B. Y. P. U. has for its aim "*Training for Church Efficiency.*"

This is accomplished by a twofold process: *First*, by instructing them in the duties and privileges of church member-

ship; *second*, by leading them to practice certain simple activities that every Christian should be able to perform. Such as, leading a devotional meeting; public prayer, song and testimony; making comments upon Scripture texts; using the Bible, finding Scripture passages, etc.

The B. Y. P. U. concentrates its efforts upon these specific things. No other organization attempts just this and this alone.

Some seem to think that the Sunday school can do the work of the B. Y. P. U. This is impossible, because of the fundamental difference between the work of the two organizations.

Note six points of difference between the Sunday school and the B. Y. P. U.:

First. In aim. The Sunday school seeks to enlist soldiers in the Lord's army. The B. Y. P. U. trains them in efficiency after they are enlisted. The Sunday school seeks to make Christians. The B. Y. P. U. seeks to make good church members out of young Christians.

Second. In teaching material. The Sunday school teaches the Bible, using as lesson material chiefly the historical portions. The B. Y. P. U. uses as teaching material those parts of the Bible which teach Christian growth and activity; the parts adapted especially to young Christians. The Sunday school lessons must be general, appealing to unconverted and converted alike; the B. Y. P. U. material is definite, appealing to a limited constituency of young Christians.

Third. In organization. The Sunday school has classes and teachers who lecture or quiz the pupils. The Junior B. Y. P. U. divides its membership into companies, each with a captain. The captains keep up with the members of their companies, urging them to attend, to do the daily Bible readings, and to take part on the programs in their turn.

Fourth. In the social life. In the Sunday school, the sexes are separated in the departments above the Primary. In the B. Y. P. U. the sexes work together, as do all church members in the congregational life of the church.

In this way the B. Y. P. U. is a training school for cooperation among the church members. Baptist church members should learn to live in the "blessed but varied fellowship of a Baptist church."

Fifth. B. Y. P. U. differs from organized class work. The organized class fails in two respects to do the work of the B. Y. P. U.: *First*, the teaching done is not of the kind done by the B. Y. P. U., as shown above; *second*, the training received in the organized class, as touching service, is chiefly in building up attendance and promoting fellowship.

In the B. Y. P. U., each member is put on duty at least once a month for leading the meeting, or discussion of some topic, and the captain of his company urges and encourages him to do the work assigned.

Sixth. In the B. Y. P. U. the young people themselves carry out their programs in every detail. Their meetings are not occasions for lectures; they are rather occasions for drill work. A lecture by an adult would disappoint them and rob them of their opportunity for practice in Christian duties.

The pastor, like a true general, should take peculiar delight in encouraging these young soldiers to train for spiritual service, and none so much as he can encourage them to do this. A raw recruit hungers for a word of encouragement from the chief officer.

Mr. Foster, in his "The Boy and the Church," tells of asking a crowd of boys the question: "Why do you like your minister?" Among the answers were the following:

He gives us illustrations in real life of today.
He talks plainly, and fully explains everything.
He talks about everyday matters.
He takes an interest in young people.
He does not read his sermons.
He expresses his thoughts clearly, supports out-door sports, and is a friend to young people.
I know he is sincere in what he preaches.
He is good, and always speaks to you like a friend.
He tries to live as he preaches.
He is willing to give time to his young people.
He tries to bring us to Christ.
He preaches only thirty minutes.

Notice the keen appreciation of the minister's use of illustrations, every-day application, and clear expression of thought.

Evidently, this minister did not preach "over the heads" of the girls and boys. Again, notice the recognition of his interest in young people and his willingness to give time to their outdoor recreations. He was a shepherd to those "lambs," or, in modern language, "colts."

2. The general superintendent of the school.

This officer bears a little closer executive relation to the Intermediates than does the pastor. This officer must consider the Intermediates in the opening and closing services, must think of them in the selection of songs and Bible readings, drills, map work, blackboard outlines, etc. This officer can, best of all, feature the good work of the department and magnify its successes.

Note two ways in which the general superintendent may help the Intermediate department:

(1) By knowing the conditions in the department. The ablest superintendents keep up with the conditions of the work in the departments by going over the departmental records each week. Nothing so certainly shows up the fine points and the deficiency of a teacher's work with a class, as do well-kept records, especially if they carry the six points of the popular "Six Point Record System." Classes falling off in essential points may be investigated and helped through co-operation with the departmental superintendent. The general superintendent should note with keen interest any falling off of attendance in this department, and should rally the whole department and others, if necessary, to bring back the absentees. No superintendent worth while will pass by with indifference the loss of pupils from the Intermediate department.

(2) By co-operating with the departmental superintendent. The general superintendent should look upon the departmental superintendent as an invaluable associate. Not as an "assistant," but as an associate. There should be the utmost frankness, confidence and good feeling between them. In all possible ways the general superintendent should back up the departmental superintendent and encourage him in all worthy efforts. His judgment should be respected and his wisdom deferred to in working out the details of his department.

Note some ways in which the general superintendent may cooperate with the superintendent of the Intermediate department:

(a) In securing supplies and equipment. In all executive councils where policies are determined, the general superintendent should lend his influence in securing supplies and equipment. Suppose the departmental superintendent needs proper maps, or blackboards, or lap-boards, or hand work material, stereographs with pictures, or even new quarters. Or, suppose there ought to be provided an outfit for an athletic organization, or the expenses of an outing. The general superintendent should throw the weight of his influence into such requests. In dealing with these pupils, no benefits will come from denying them equipment or facilities that are proper and within reason. The school that does not "cater" to them in such matters will likely not be able to hold them. The healthiest possible sentiment is for these pupils to feel that "the superintendent is for us."

(b) In building and carrying out programs. If the general superintendent is to interest and enlist Intermediates, his programs must be planned in some respects with them in view. Through the departmental superintendent, he may learn the best hymns to be used, the best forms of Bible drills, map work, and blackboard exercises. Also how to make the general exercises "snappy" instead of "awful dull."

These pupils form a unit of the main school and should have at least their share of consideration in the planning for the opening and closing service. Often the general superintendent may turn over to the Intermediate superintendent the entire time of the opening service for such a program, or demonstration, as Intermediates can best render. The Intermediates may possibly have their own orchestra, as many of them are capable of using musical instruments.

(c) In seeing to it that the department has sufficient time to do its work. With a good superintendent and well trained teachers, thirty minutes is not time enough for the Intermediate department. Forty minutes is little enough; a forty-minute period would allow ten minutes for class organization, and thirty minutes for the lesson. Best of all, is to allow the department to have its own opening and to be in the main school only for the closing service.

In the larger schools, with ample building facilities, all departments open in their own quarters and come together (except possibly the Beginners and Primaries) for a common closing. This is a great relief. "Opening exercises" are *usually* occasions for waiting on the tardy ones to arrive, much singing to drown noise and disorder, listlessness and general confusion, with no special good accomplished. Possibly the only real quiet time is during the prayer. Fortunate is the school that may have departmental openings with exercises adapted to their own pupils.

3. The general secretary.

This officer has an associate in the person of each departmental secretary. His work is in co-operation with them along two lines.

(1) The literature. The literature for the Sunday school is generally sent to the secretary. This officer must distribute periodicals for the different departments to the secretaries of the departments, and they make the distribution to the classes. This puts six secretaries to work and gets the literature distributed rapidly and thoroughly.

In the matter of ordering graded literature and supplies, the departmental secretary should fill out the order blanks in co-operation with the departmental superintendents, so as to get the orders just right. These blanks should be turned in to the general secretary. This is a very important matter, since graded literature differs in so many ways from uniform lesson literature; much trouble has arisen of late years because of this difference, and it can be avoided by having departmental secretaries who absolutely know the names and kinds of supplies needed and fill out the order blanks properly.

(2) The records. The general secretary must get from the departmental secretaries all totals of the departmental records and must make up the general report from these departmental totals.

The general secretary may infuse into the departmental secretaries enthusiasm for accuracy and completeness in record-making. Some secretaries in large schools, by the help of departmental secretaries, make out every Sunday a detailed report

of all departments, using a multigraph to produce copies sufficient for distribution to the whole school at the close. This report gives the averages made by each class upon the basis of the Six Point Record System. Other secretaries make typewritten carbon copies of the departmental totals and distribute them to the officers of the main school, and of the departments, so that on the following Sunday they may check this report as to absentees who have returned, the late comers, forgotten offerings, lack of Bible study, etc.

At the end of the month, or at the end of the quarter, reports should be sent to the parents of the pupils under the age of sixteen. The departmental secretaries work with the general secretary for one evening, making out the averages of these pupils and mailing the reports. No time spent by any officer brings more returns by way of home co-operation than does this.

4. The treasurer.

This officer, like the secretary, has in each department an associate, who receives the offering of the day and turns it in to the main treasury to be credited to the department.

In case of special offerings for special purposes, the general treasurer may work with the departmental treasurer in preparing illustrative material bearing upon the cause to be supported. This is valuable training in developing people in giving. Such workers should make the matter of church finance a much easier task in the future.

5. The librarian.

The general librarian may co-operate with the librarian of the Intermediate department in several ways:

(1) In getting information as to the kind of books and magazines which the Intermediate pupils would like to have. The Intermediate librarian may pass cards occasionally, asking these pupils for suggestions upon this matter.

(2) In turning over to the departmental librarian, from time to time, certain books adapted to Intermediates. The Intermediate librarian may carry these books to certain classes of the department to be examined by the pupils and to be taken home if they desire them.

(3) In keeping up with books which are taken out and insuring their safe return. Intermediate boys and girls are "forgetful" and many times fail to bring back borrowed books on time. They may even lose them. The departmental librarian is in close touch with these pupils and may greatly aid the general librarian in keeping up with such cases. This is especially true if the Sunday school has an enrollment of five hundred or more.

CHAPTER IX.

THE DEPARTMENTAL OFFICERS.

THE departmental development in the modern Sunday school has brought with it some new offices to be filled. On the basis that many hands make light work, this development is a fortunate one for the growing schools of our larger towns and cities. It would be impossible for a general superintendent to handle the modern Sunday school of large size after the fashion of the old-time superintendent of the small school. Division of responsibility is a fundamental principle of the modern Sunday school. No wise superintendent of today tries to do it all.

The general superintendent does the most for his school, in organization, when he places capable workers in the various positions of responsibility and inspires them to become efficient in their places. With the organization perfected, the school runs smoothly, even though the general superintendent may not be present. Some times he is purposely away, in order to put forward some associate.

The story is told of Mr. William Reynolds, himself a great superintendent, that he was seen one Sunday morning standing in front of the Sunday school building after time to begin Sunday school. A friend asked him why he was not inside running his school. He replied, "My school began on time and is now in the midst of the opening exercises, led by my first associate superintendent."

It is evident that a capable departmental superintendent is in line for promotion to the general superintendency and that other departmental officers are getting splendid training for general offices of the Sunday school, in case vacancies occur.

1. The departmental superintendent.

The departmental superintendent is generally chosen from among the most experienced workers of a department. In the

Beginners and Primary departments, this officer should be a woman. In the Junior and Intermediate departments, experience shows that a man is best, if one can be secured; in these departments the boys become a "problem," and the presence of a man at the head of things has a good effect. If the department is very large, it has been found good to have a man and a woman associated together in the performance of the duties of this office. Or the boys and girls may meet in separate sections, each with its own superintendent.

Note some of the duties of a departmental superintendent:

(1) Have general oversight of the department and conduct it as if it were a miniature school, though of course under the general superintendent.

(2) Co-operate with the general superintendent in carrying out all policies of the school which touch his department, and in rendering any programs in which his pupils may have a part.

If programs are to be rendered or demonstrations to be given, all preparations should be made for them in the department. This is especially important if graded lessons are to be used, since they make it necessary to use the departments for demonstration work in the opening and closing exercises; this is because there can be no appropriate Scriptures and songs to fit all of the graded lessons which are to be taught. Also, departmental participation in general exercises is especially necessary in carrying out the four general missionary programs, one for each quarter, which are now being featured among Southern Baptists.

(3) Lead the department in campaigns to win its constituency and to bring back the absentees. Each superintendent may have his own system in these matters, but two things seem necessary: A list of prospective pupils to be assigned to the various classes to work upon, and the systematic visitation of absentees with weekly reports made by the visitors. A departmental superintendent may greatly bless his department and the pupils who are in it, plus those who should be in it, by vigorously pushing these activities.

(4) Secure the needed teachers and train them in the work of the department. In possibly no other matter is the super-

intendent's worth so severely tested as in this. Some superintendents of departments have a waiting list of those who want to work in their department, while others cannot keep a force sufficient to do the work of the department. Workers must be secured and then must be trained. Two kinds of training must be carried on by the departmental superintendent: One, the normal course for teachers, which gives a general training; and the other, the study of lesson material and plans of teaching adapted to the department and its needs.

The superintendent has a great work in winning these teachers to a love for the work and a willingness to give the necessary time for these studies. Such a spirit is essential to the best work. The superintendent must have it before he can lead others to have it.

(5) Plan the social life of the department. The Standard of Excellence for an Intermediate department requires one social in each quarter, and it may be held in connection with the B. Y. P. U.

Nothing appeals to Intermediate pupils more than the social and the "fun" feature. There is possibly no easier way to break with Intermediates than upon the amusement problem. God put in them a desire for social life and good times. How fine it is that our modern departmental workers are seeing their privilege in providing better than these pupils can get elsewhere. Is it quite fair to condemn them for going where there is entertainment, if we offer them none at all? A boy whose parents refuse to give him food is only partly to blame for going to a neighbor's to satisfy his hunger, even though the neighbor's fare is not the very best. His father deserves a big share of blame.

An Intermediate superintendent tells of the great times the department had just after promotion day in October. All went to one of the city parks for an afternoon, the principal feature being a "weinie roast." The boys and girls made the fires of sticks and roasted the weinies on spits. All had a "grand time." Was it just that they might have fun? No; it was chiefly, in the mind of the superintendent, that the teachers might get acquainted with the class which they received by promotion the Sunday before. Who will say that interest, good

fellowship, good behavior in class, and all the points that make up good work, were not promoted by such an occasion?

It is a wise superintendent who can have a higher aim than "just fun" for a social occasion; yet see to it that the youngsters have fun, and lots of it.

(6) Give due emphasis to promotion day and all that it involves. This is the annual test of departmental efficiency in teaching. Departmental superintendents should be especially earnest in encouraging the pupils to work for honors on promotion day. "Honors" mean that pupils have mastered the year's Bible work, and that is the *main thing*. The Word of God is the power of God unto salvation.

If some pupils need extra help to make up back work, the superintendent may arrange to give them the needed assistance during the week—in the month preceding promotion day. Parents may have to be visited or communicated with in regard to this matter. The superintendent and teachers together can accomplish this task, and the superintendent should set the pace in interest and planning.

No superintendent should be happy unless the large majority of the pupils master the year's work and receive honors on promotion day. When a pupil does the handwork and memory work, quarter by quarter, to the satisfaction of his teacher and the departmental superintendent, this pupil deserves the certificate of honor upon promotion. If some work is lacking, there should be opportunity to make it up.

The Standard of Excellence for an Intermediate department requires that "at least fifty per cent of the pupils of each grade shall make the mark required for promotion with honor." If fifty per cent of the pupils make the requirement with ease, then the superintendent may spur the department to strive for one hundred per cent.

(7) Set himself to the task of making his department a "Standard Department," and having reached the requirements laid down in the standard, set himself to maintain it the year round, and to go as much higher as possible. The per centum requirements of the standard are the lowest possible to be worth while. They are made so in order to be no discouragement

to a struggling school. A vigorous department should never be satisfied with a fifty per cent requirement in any line.

Summary: The department superintendent is, in a word, to think, plan and execute. He is to be a thinker, not an orator; a planner, not a palaverer; a leader, not a driver; an executive, not an exhorter.

His aim is to make his department the best in every way. He himself may not do all the things that are done; but in persuading and inspiring others to do them, he multiplies himself and most truly blesses them.

2. *The secretary-treasurer.*

This office may usually be filled by one person, preferably an adult who is expert in clerical work. This is especially necessary if the department uses the Six Point Record System, which demands accuracy in computing and recording the percentages of the pupils week by week.

(1) As secretary, the customary duties are: To see that all classes are supplied with necessary literature and report blanks; to collect the class reports and tabulate them; to publish upon the blackboard the departmental report and feature the items of interest; to turn in to the general secretary a summary of the departmental report by totals. In all these matters the class secretary should be used in every way possible as a helper.

(2) As treasurer, the customary duties are: To make a record of the offering of the day and turn it over to the treasurer of the main school. To co-operate with the class treasurers in their work of developing the pupils in systematic and proportionate giving.

The Six Point Record System. This system carries a record of six important, habit-forming items. The old-time class record simply called for a record of attendance; if the pupil was there, the teacher seemed satisfied, and, if absent, the teacher was doubtless sorry. This new system is advocated by those who believe there are other points beside mere attendance that are important enough to be recorded, and even prominently featured.

The system of credits. Each pupil may receive 100 credits, or make a grade of 100 per cent upon the six points as follows:

Attendance	30 per cent.
On Time	10 per cent.
Bible in Hand	10 per cent.
Lesson Studied	30 per cent.
Offering	10 per cent.
Attend Preaching	10 per cent.

The above scheme puts attendance and lesson study at the same value. However, the credits may be shifted from time to time, giving the larger per centum values to such points as may need to be brought up in a given department.

Individual envelopes or simple record slips, which carry the system of credits, may be distributed by the class secretary. Each pupil may make his own record. The class secretary will collect the records when filled out and turn them over to the departmental secretary.

The departmental secretary will, of course, make up the departmental report from the class records.

The honor roll or the class banner serves a useful purpose in the department, and may be presented to the class making the highest average each Sunday.

Other plans of this kind are attractive and any given scheme can be used with effect but once. Once used, it loses its charm. So the departmental secretary should be on the lookout for new schemes of this kind.

One department used for six months with great success the "Trip to Jerusalem," in which the boys' classes competed with the girls' classes. Each side had a ship bound for Jerusalem, and before it was a streamer graduated to represent two thousand miles. Each ship was advanced each Sunday as many miles as the total average of the classes; for example, if the four boys' classes made an average of ninety on the six point system, their ship was advanced ninety miles.

The illustrations which follow show the several records of most value in this system:

INDIVIDUAL REPORT

Date _____ 191__

Name _____

Address _____

Enrolled Scholar or Visitor _____

Be Perfect and Receive a Grade of 100 per cent
Make your record "1" or "0"

Present 30 per cent	On Time 10 per cent	Bring Bible 10 per cent	Made Offering 10 per cent	Lesson Prepared 30 per cent	Attend Preaching 10 per cent	Grade	

Mrs. J. R. Carroll CLASS CARD

Intermediate Department Fourth Grade, Month Nov / 16/

PUPILS	1st Sunday						2d Sunday						3d Sunday						4th Sunday						5th Sunday						Mo. Avg. Grade
	Attend.	On Time	Bibles	Offering	Les. Pre.	Prch. Att.	Attend.	On Time	Bibles	Offering	Les. Pre.	Prch. Att.	Attend.	On Time	Bibles	Offering	Les. Pre.	Prch. Att.	Attend.	On Time	Bibles	Offering	Les. Pre.	Prch. Att.	Attend.	On Time	Bibles	Offering	Les. Pre.	Prch. Att.	
Carroll Mrs. J R	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							100
Adlam Amy	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							93
Bennett Offutt	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1							88
Denson Margaret	1	0	1	1	1	1	1	1	1	1	1	1																			46
Floyd Martha	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1							78
Jolly Mildred	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							100
Mann Dorothy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1							100
Starks Millicent							1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1							68
Darland Minnie													1	1	1	1	1	1	1	1	1	1	1	1							100
TOTALS	7	4	7	7	6	7	8	8	8	8	8	7	6	4	5	7	7	7	8	7	8	7	8	7							775
Amt. of Offering			.40						.40						.50						.40										86

REPORT OF DEPARTMENT SECRETARY

Intermediate Department Sunday Dec 10 1916

CLASS Name or No.	No. Enrolled	No. Absent	No. Present	No. On Time	No. Bibles	No. Cont'b ng	Amt of Offering	No. Pre'd Lessons	No. Att'g Preach'g	Class Grade
Mr. Wm. Lucas	6	1	5	3	3	5	.19	3	4	
Mr. Jagielky	4	1	3	3	2	3	.25	2	3	
Mr. Money	5	1	4	4	4	4	.20	2	4	
Mr. Nuckols	7	2	5	4	4	5	.31	2	4	
Mr. Ringo	10	4	6	6	6	6	.28	6	6	
Mrs. Twyman	4	0	4	3	4	4	.12	4	4	
Miss Floyd	6	0	6	4	6	6	.30	4	3	
Miss Valenti	8	1	7	6	5	7	.21	3	5	
Miss Cox	8	2	6	5	6	6	.35	6	4	
Miss Stucker	4	0	4	4	4	3	.16	4	4	
Mrs. Lee	6	2	4	1	4	4	.15	3	3	
Mrs. Carroll	8	2	6	6	6	6	.28	6	5	
TOTAL	76	16	60	49	54	59	2.80	45	49	

MONTHLY REPORT

Month of ..... 191...

Name .....

.....Grade, ... Department, ... Class

GRADING SCALE	
Attendance - - - - 30	If Average Grade is 100%
On Time - - - - - 10	You are on
Bibles - - - - - - 10	HONOR ROLL
Contribution - - - - 10	
Prepared Lesson - . 30	
Preaching Attended - 10	

Your average grade for the month is..... %

Sincerely,

.....

3. *The librarian.* In both the Junior and the Intermediate departments, this is a very important officer, since the bulk of the reading pupils of a Sunday school are in these departments.

Every Sunday school needs its own library, no matter how many public libraries there may be in the community. The class of books that Sunday school pupils ought to read, and can be induced to read from their own library, will not be pressed upon them in the public libraries; nor will they likely ask for them voluntarily.

The Intermediate librarian will, of course, work as an assistant with the librarian of the Sunday school, and may serve in the following ways:

(a) Build up the section of the library that will appeal to Intermediates. This section should contain the best biographies, missionary books, books of travel, and good, clean fiction; also books with handsome pictures, and a stereograph with pictures in sets.

How may this officer build up? In any worthy way, such as soliciting books to be given outright, soliciting subscriptions to buy books, and leading the classes in plans to raise money with which to buy books.

(b) Get the books read. This is the real test of the departmental librarian. Books unread are worthless. There are many plans for getting books read, as: Announcing to the pupils the arrival of new books; putting on the blackboard the names of books that ought to be read by all; arranging a reading course leading to an award.

At the end of the year there should be an appropriate recognition of the pupils who have read the largest number of books most wisely selected.

CHAPTER X.

INTERMEDIATE STANDARD, PROGRAMS, AND PROMOTIONS.

STANDARDS of measure and weight are a necessity in the commercial world. Articles are classified as "up to standard" or "below standard." In the physical world it is the same. Doctors become alarmed if a patient is "below normal" in any essential respect, and steps are immediately taken to bring the sick one up to standard in weight and endurance.

Our schools and colleges are standardized. A certain number of units must be attained for graduation or for entrance into higher institutions.

In the Sunday school world, standards have been recognized and featured for about ten years. Southern Baptists were the first in the field to promulgate a standard for the whole Sunday school. Our present "A-1" standard was put out in 1906.

This "A-1" standard accomplished some notable results, as: An immediate quickening of interest in points of the standard that were not receiving adequate attention by many leaders, notably the matter of teacher training and grading; a dissatisfaction with ideals that were sufficient for past years but not for the enlarging possibilities of the Sunday school; a rapid education of workers in terms of the standard, resulting in all speaking the same language and being understood alike when referring to Sunday school matters.

Superintendents use this Standard to measure their schools just as a workman uses a plumb line to measure a wall; when a lack is revealed they go to work to remedy the trouble. One superintendent expressed the value of the Standard when he said: "I knew something was the matter with my school, but didn't know exactly what it was until I saw the Standard."

Although less than a thousand Southern Baptist Sunday schools have as yet attained to the "A-1" Standard, it has been a decided "pull up" upon all schools.

The need of a high standard.

A high goal is the only goal worth while. Our Lord set "perfection" as the Christians' goal. For aggressive Sunday schools the departmental Standards will be found to be high, but possible of attainment by hard work. For schools that are lagging behind their possibilities, these departmental standards will show them their unworthiness in being satisfied with mediocre ideals.

Rev. L. R. Burress, a Southern pastor, was the color-bearer of his regiment in the Civil War. During a certain battle, in his enthusiasm in the charge, he ran far ahead of the line with the flag. They shouted to him, "*Bring the colors back to the line.*" He, however, had no notion of retreating, but shouted back to them, "*Bring the line up to the colors.*" His challenge nerved and thrilled them, and soon his comrades were at his side, and successfully charged the enemy. In our contention for the best things in Sunday school work, we need not be concerned to "bring the standard back to the line," but should carry it far out to the front, and issue our challenge, "Bring the line up to the standard."

1. The Advanced Standard.

The "A-1" Standard contains no requirements for the several departments, nor for organized classes. The growth along these two lines has been so great that workers are now demanding a standard for the departments and for organized classes. An *Advanced Standard*, made up chiefly of a series of departmental standards, omitting no department, has been suggested, and with class standards for the Junior department and up.

With this suggested advanced standard to work by, any department, or class, may set itself to reach a high standard and to gain recognition for the better work done.

STANDARD OF EXCELLENCE FOR INTERMEDIATE DEPARTMENT.

Aims: The aims which are sought to be realized in the lives of the pupils of the Intermediate Department are:

1. A knowledge of personal, Christian ideals.
2. An acknowledgment of these ideals and (if it has not already taken place) the personal acceptance of Jesus Christ which occurs only in regeneration.
3. The development of the social consciousness and the expression of the physical, social, mental and religious life in service to others.
4. The testing and adjustment of Christian ideals to the enlarging experiences and life choices.
5. The expression of the rapidly developing social consciousness through the home, neighborhood and community.
6. The development of initiative, responsibility and self-expression in Christian service. With these ends in view:

THE MEANS. SHALL BE
(Requirements of the Standard.)

I. *The Organization.* Shall be

1. Department shall be organized with a superintendent, assistant superintendent, and a secretary-treasurer, and conform absolutely to the regulations, organization and grading of the school.
2. There shall be at least eight classes,† two for each year, one for each sex, and more, if any class numbers more than fifteen pupils. Four of these classes, two of each sex, shall be Standard Classes.

II. *Equipment.* Shall be:

1. Each class shall have a small room, isolated by walls or solid partitions, equipped with a teacher's table, chairs, maps

†A school which does not have more than thirty-two possible Intermediate pupils in its community may have four classes, two of them standard, and be accorded standard recognition, provided it meets all other requirements.

appropriate for the lessons taught, a Bible for each pupil, and a blackboard. Also a department assembly room (optional, but desirable).

III. *Method of Work.* Shall be:

1. The entire department shall participate with the main school in either the opening or the closing services each Sunday, or both, and for not less than fifteen minutes each Sunday.

2. At least fifty per cent of the pupils of each grade shall have made the necessary grade for "promotion with honor" for one year, upon a definite examination (or test) in the course of lessons taught, and receive appropriate seals on the Broadus-Manly Diploma, or similar award.

3. Record of the department shall be kept by the departmental secretary, and the individual records kept by teachers, or some system equally as good, the keeping of which records shall be ninety per cent perfect.

4. Pupils marked (or given credit) on the six following points: (a) attendance, (b) punctuality, (c) Bible in hand, (d) studied lesson, (e) attendance upon preaching service, (f) offering, or other points of equal value, and reports (monthly or quarterly) handed to parents or guardian.

5. The teacher shall use chiefly the "question-and-answer," or "recitation," method of teaching, emphasizing evangelism and personal service.

6. There must be an attendance of fifty per cent of the officers and teachers at the teachers' meeting, if the school has one, or fifty per cent of the officers attending the officers' council, or a similar meeting.

7. There shall be at least four gatherings of pupils of the department for social purposes during as many months of the year, and four meetings for athletic purposes, likewise distributed, all directed by the department superintendent. This may be done in co-operation with the B. Y. P. U.

8. All officers and teachers uniformly punctual and their attendance shall be eighty-five per cent perfect. In case of absence, notify the departmental superintendent in time to secure a substitute.

IV. *Lesson Material.* Shall be:

The Graded lessons, or Graded Supplemental lessons in connection with the Uniform lessons, using those furnished by the denomination.

V. *Teachers' Equipment.*

1. The superintendent shall hold the Normal Course Diploma with the Blue Seal; all the other officers and the teachers shall hold the diploma and be working toward the Blue Seal.

Can the small department reach this standard?

The small department may not be able to reach this standard in all points—for example, the requirement for separate class rooms. This condition may be impossible of attainment until a new building or separate quarters are built. However, with that exception the department that has the four grades as indicated in point 2 under "organization" can attain this standard.

It is freely admitted that this departmental standard is not intended for the general run of small schools. Yet it may serve to "pull up" many of them to the "A-1" Standard, which, when attained, puts the school on a fine basis to make possible the standardization of the several departments.

2. Departmental programs.

If the department must open and close with the main school there can be no special program carried out by the departmental superintendent, except as he may be called upon by the general superintendent to occupy a certain period of time. Under ordinary circumstances the morning program for the Intermediate department would be about as follows:

(1) Before the opening hymn. Fifteen minutes.
Secretary at work with literature and record blanks.
Fellowship committee, or ushers, on duty extending welto all. Special attention to strangers.

(2) Open with the main school. Twenty minutes.
Take part in song, Scripture readings, drill work, be reverent in prayer.

(3) Lesson period. Forty minutes.
  (a) Ten minutes for class business.
  (b) Thirty minutes for lesson study and handwork. At close, the report for the morning read from the blackboard.

(4) Close with main school. Fifteen minutes.

(5) After the school is dismissed.
  Personal work. Invitations to strangers to attend the B. Y. P. U. Attend preaching.

In case the department can have its own opening service of thirty minutes, or if asked by the general superintendent to take over the opening services of the main school and conduct them at will—some of the following items might be introduced into the program:

(1) Before the school opens. Fifteen minutes.
  (Same as program above.)

(2) Opening service. Twenty minutes.
  (a) Hymn, "Holy, Holy, Holy," or "Onward, Christian Soldiers."
  (b) Verses of special songs may be recited by pupils, then sung.
    Prayer.
  (c) Bible drill; from memory—as ten "blood" verses, or ten "love" verses, or "missionary" verses.
    Or finding passages—ten in as many Old Testament books, or as many New Testament books. The first pupil that finds may read, all others being silent.
  (d) Scripture recitation. Boys together or girls together, or certain class may recite selections from their supplemental work.
    Hymn: "Wonderful Words of Life," or "Break Thou the Bread of Life, Dear Lord, to Me."
  (e) Fellowship Service: New pupils recognized; strangers greeted; absentees assigned to committee for visits. Flowers sent to sick.

(f) Birthday offerings received with the following service:
Superintendent: "The Lord make his face to shine upon thee and be gracious to thee."
Classes: "The Lord lift up his countenance upon thee and give thee peace."
Song: "Saviour, Lead Me Lest I Stray," or "Jesus is All the World to Me."

(g) Blackboard Exercise: One pupil outlines the map of Palestine, followed by three others in turn who trace the journeys of Jesus during his Judean, Galilean and Perean ministries. Or, one pupil outlines the Old Testament map, and another traces the "Wilderness Wanderings," or Joshua's career in the "Conquest of Canaan," or the captivities of Israel and of Judah.

3. Promotions.

There are three essentials for a graded Sunday school: Graded pupils, graded teachers, and graded lessons.

Graded pupils means that in a given class the pupils are the same age. Graded teachers means that the teacher is selected or fitted by training to teach a certain grade, and does so year in and year out. Graded lessons means that for each year there is a special selection of fifty-two lessons, adapted to the pupil's needs and ability.

With teachers for one year and lessons for one year and pupils of the same year, there must be a new arrangement when the year is out. The teacher has no more lessons to teach the class, and another class is waiting to go through this course of lessons with this teacher. This is true whether the teacher teaches the Graded lessons or the supplemental lessons in connection with the Uniform series. The necessary rearranging of teachers and classes is made on promotion day.

(1) Promotion day has become the greatest of special programs in the Sunday school. The time generally settled upon for promotion day is the last Sunday in September, or the first Sunday in October—in connection with Rally Day. This is chiefly because the Graded course begins with the first Sun-

day in October, rather than the first Sunday in January. Promotion on the first of October puts teachers and classes together in good shape for the beginning of the new series of lessons.

(2) The program for promotion day is usually made up of selections of memory work done by the pupils during the past year, exhibition of their handwork, or drill work. The essential features in conducting a promotion day program are:

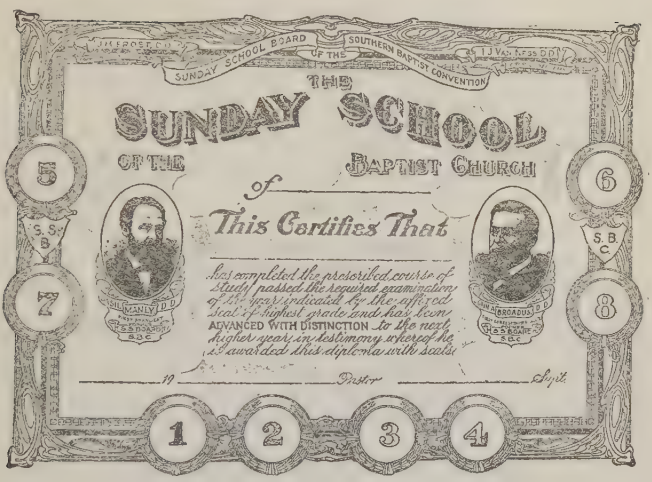
(a) School seated by departments with departmental superintendents in charge of their several groups, except the Beginners, who are kept in their own rooms and entertained until wanted for their part of the program.

(b) The general superintendent pastor and other general officers seated on the platform.

(c) General superintendent calls first upon the superintendent of the Intermediate department to promote his pupils. He asks the sixteen-year-old pupils to stand and recite their selection of memory work, at the conclusion of which he hands to them their promotion certificates and they pass out to the Senior department, taking seats beside their new teacher. He calls next upon the fifteen-year-old pupils for their recitation, hands them their certificates of promotion, and they pass into the place just vacated by the out-going class. So, on the process goes, until there are no pupils in the places formerly occupied by the thirteen-year-old pupils.

The general superintendent then calls upon the superintendent of the Junior department to promote. The oldest class stands, recite their selections, receive certificates of promotion, and pass into the place beside the teachers of thirteen-year-old pupils. Thus the Intermediate department is properly graded and in shape for the year's work.

(3) *The Broadus-Manly Diploma.* This diploma, 13½ by 17½ inches, is presented in blank to pupils promoted with honor from the fourth-year Junior grade to the first-year Intermediate. As the pupils progress from year to year within the Intermediate there are attached to the diploma appropriate seals. The four spaces for seals at the bottom when filled will represent promotion through the entire Intermediate department. The four spaces for seals on the sides when filled will



The Broadus-Manly Diploma.

represent satisfactory attendance and work during the four Senior years. So that the diploma may be a souvenir of successful Sunday school work from the twelfth through the twentieth year.

There is a psychological "pull" to this award that helps greatly in sustaining the interest of the Intermediates, hence, it helps in holding them in school. Where there is any degree of skill in their departmental leadership, this award has proved of great value. Some ways of making this award attractive are:

(a) Frequent reference to it in connection with promotion day plans and programs.

(b) The awards of each class framed and hung upon the class room wall, or some other conspicuous place in the Sunday school room. This plan has a great advantage in keeping the promotion idea alive in the pupil's mind. "Out of sight, out of mind" proves especially true with Intermediates.

(c) Telling the pupils at least once during the Intermediate course the stories of the lives of Dr. John A. Broadus and Dr. Basil Manly, whose pictures appear upon the diploma. Should

the teacher or superintendent not do this, the pupils might not know anything of the lives of these men. "Hero-worshippers" —they will not likely hear of greater men than these. Dr. Broadus and Dr. Manly were, respectively, first president and first secretary of the Sunday School Board, which publishes all of our Sunday school literature.

They started *Kind Words*, which each pupil, doubtless, has received each Sunday since childhood. Dr. J. M. Frost told the author the following story of how the paper came to get the name *Kind Words:* It was in Greenville, S. C., just after the Civil War, in the first buildings of the Southern Baptist Theological Seminary in which these men were teachers. They were discussing conditions among the churches of the South, especially the Sunday school work. The South was torn and bleeding, feeling ran high, and prejudices were strong. Dr. Broadus suggested that a paper be edited through which some needed words might be said in that trying time. Dr. Manly said, "All right, just so they are kind words." Dr. Broadus, with the quick wit for which he was noted, replied, "All right, Brother Manly, we will call the paper *Kind Words.*"

The Intermediate superintendent and teachers should read the life of Dr. Broadus, "The Life and Letters of John A. Broadus," by Dr. A. T. Robertson. It contains a host of fine illustrations that can be woven into teaching. It gives much of the life of Dr. Manly, as he and Dr. Broadus were so closely associated in the early struggles to found our Southern Baptist Theological Seminary—both in its beginnings in Greenville, S. C., and later in its location in Louisville, Ky. We have had no two greater men amongst us. The older Intermediate pupils ought to read the life of Dr. Broadus before graduating from the department. None other, unless it be that of Cary or Judson, will likely make so profound an impression upon them for consecration of all their gifts to God.

Dr. Broadus was eminent in four lines—either one of which would have made his lastingly great:

As a teacher of the Bible and New Testament Greek he will go down in history. As a master of the teacher's art, none could compare with him. Aside from his students, his class room had many visitors to enjoy him. The preachers of the

land who were students under him still count it their rarest privilege to have studied under him, and delight most to refer to his sayings and doings in the class room.

As a writer of books—two standing out still as masterpieces in their realm: his "Commentary upon Matthew" and his "Preparation and Delivery of Sermons." They are used as text-books in leading institutions on both sides of the ocean, having been translated into other tongues.

As a master of the Greek of the New Testament times he had no superior. His opinion upon the proper rendering of Greek words and passages was authority. He left valuable writings upon certain phases of New Testament Greek that have been given to the world by his son-in-law, Dr. A. T. Robertson.

As a preacher of the gospel of Jesus Christ he was the greatest of his time. As a young preacher he was chaplain in General Lee's army, and thousands were converted as he preached to the soldiers under the trees or in the fields while they were in camp. Later, as president of the Seminary he was the great preacher of the Convention, and his sermon was the mountain-peak of a general gathering. In preaching he possessed in a rare degree profound learning, charm of diction, and a spiritual power that wonderfully gripped and held his hearers.

Surely the likeness of so great a man deserves to be upon the diploma of the Intermediate boys and girls, and they should know about him.

Hold a social and have someone tell his life story. If the pastor was a student of the Seminary in its early years, he will doubtless take pleasure in doing it.

Have the older Intermediates read his life and write papers upon it. If certain topics of his life were assigned to certain pupils, the papers could be read serially to the department, or, perhaps, to the main school.

4. After the Intermediate, what?

This question is suggested by the title of the well-known book on Junior work by Mr. McKinney, "After the Primary, What?" The book is a plea for an adequate organization

to receive the graduates of the Primary department and properly care for them and nurture them, and has doubtless been the means of greatly forwarding the work of the good Junior departments.

The same questions face the aggressive Intermediate superintendent and teacher, when they see their pupils promoted into the Adult department, merged with an existing organized class in which they are "the little boys in the big men's class;" and, after a few months of uncongeniality, they, of course, drop out. This is the record of the majority of those who are thus promoted into a big organized class—whether they are boys or girls.

Experience has taught us some things about the promotion of Intermediates. We venture a few by way of suggestion:

(1) Promote Intermediate pupils into the Senior department, not into the Adult. If there is no Senior department, let the graduating classes of the Intermediate department, on next promotion day, be the beginning of one. The Senior years are four in number—seventeen, eighteen, nineteen, twenty. So, four promotions from the Intermediates to the Senior will constitute a full-fledged class, having all four years in it. Then do not promote again into that class. It is constituted. Set it out to do its work as an organized class. Give it to understand that its new members in the future must come from the outside and be won by organized class effort.

On next promotion day, let the graduates again go into the the Senior as a nucleus of another Senior class which will receive from the Intermediates only the three remaining promotions required to give it pupils of all the four Senior years. Thus every four years will mark the beginning of two new Senior classes, one of girls and one of boys, by way of promotion from the Intermediate.

In some schools, it may not be necessary to promote four years into one class; after two promotions the class may be large enough, having grown through organized class activity.

Again, in some schools the Senior classes may themselves best be kept separate, having in the department four grades corresponding to the four ages. Such an arrangement makes possible the using of Senior graded lessons—a separate course

for each of the four Senior years being available from the Sunday School Board.

Summary: The fatal mistake is to promote Intermediate graduates into existing organized classes of men and women. There can never be congeniality since the differences in age will always remain the same. To promote into such classes is to lose the younger pupils.

(2) Abandon the naming of Intermediate classes anything that has a Junior prefix. Have no Junior Baraca, or Junior Fidelis or Junior-anything. Since the Junior class cannot catch up in age with the Senior class of the same name, and should not be merged until it does, it will some day have to drop the Junior prefix or get a new name.

The better plan is to let the class choose a name of its own when it leaves the Intermediate department, and keep that one, building up a constituency and developing its own *esprit de corps.* There are names and pins in abundance. The new ones are just as pretty as the old ones.

The future seems to hold out the prospect of a Senior department having many separate organized classes each with its own name, organization, ideals and constituency. These classes will become Adult classes automatically as the membership passes in age beyond the age of twenty. In the Adult department the classes will still remain separate, working together as long as conditions make it possible to do so.

The size of organized classes, in the future, will doubtless be limited in the majority of cases. A class can have too many members for good work and real teaching. About fifty seems to be the best number for an organized Adult class.

5. Testing the work of the department.

The Standard of Excellence is indeed a test. Intermediate workers should often review its points and confer together about the progress of the department towards the attainment of its requirements. It serves as a model in organization and a guide in the use of lesson material and teaching methods. Already there has been much treatment of the necessary organization, with emphasis upon the fact that all organization is but the

means to an end; but the tools with which the master workman must work; but the wires along which the power must flow.

Looking over the course of graded lessons for Intermediates, it will be seen that the material is chiefly Bible biography; about half of it deals with the life of our Lord and the teachings drawn from it. In addition, there are whole quarters devoted to topical teachings, such as "how to be saved," the "duties of church members," the opportunities for "Christian service" at home and abroad, and the climax of it all is in teachings about the dignity and high worth of the Word of God.

With all this organization, equipment and wealth of teaching material, what *results* may the superintendent and teachers expect? What tests of the work may be applied? What does this fine machinery turn out?

Some test questions.

Below are two sets of test questions dealing with the actual results of the work of the Intermediate department which uses the best plans of organization and best teaching material and methods of work. One set may be asked by the workers about the department as a whole; the other about the results of the work as evidenced by the lives of the pupils.

(1) Regarding the department as a whole:

(a) Have we won all the pupils who really should be in our department because they are in the community and are in no other school?

(b) Have we held all who have come into the department, both by promotion and from the outside? Of which kind have we lost the most?

(c) Have we followed up those who left the community and influenced them to join the Intermediate departments where they are?

(d) Has a satisfactory number mastered the year's work, in each grade, and been promoted with honor?

(e) Do we know why those who failed did so, and is the reason satisfactory to our consciences?

(f) Is there any way by which those who failed can be led to make up the necessary work and receive the honors?

(g) Have we exerted ourselves in interest of the graduating class, that they may be promoted into the right kind of a Senior organization?

(2) Regarding the result of our teaching in individual lives:

(a) Do our pupils show a real love and reverence for the Word of God?

(b) Has the evangelistic work of the department been earnest and successful?

(c) What are we doing about the lost who have held out against all efforts to win them to Christ as Saviour?

(d) Have the professing Christians been properly taught the fundamental beliefs of our faith, and have they offered themselves for church membership and baptism?

(e) Does our department offer young Christians sufficient training in Christian service? What per cent are developing because of it?

(f) Do we see in our pupils a growth in grace and such consecration as their years would warrant?

(g) Have we successfully formed within them the missionary ideal and do they feel that their chief work as Christians is to live to spread the gospel? Have any expressed a purpose to be ministers or missionaries?

These test questions may serve as a basis for round table discussion in conferences of workers of the department. Also, they may be used as prayer topics, one each week for a quarter.

Keeping these pertinent questions ever in mind, teachers of the "troublesome adolescents" may experience a deepening conviction of the real need for earnestness "while it is yet day, for the night cometh." They may come to such a yearning over their pupils that they may learn to "give every flying minute something to keep in store."

They may see that the department with all its organization, equipment, graded lessons and splendid methods is but a means to an end; that end is the spiritual development of the pupils. That end can be attained only when a Christian personality puts a hot heart into the splendid organization and becomes a medium for the power of the Holy Spirit to work.

They may be led to see that above all organization, equipment and lesson courses there must be a supreme trust in the Holy Spirit to work his will in the lives of the boys and girls for "except the Lord build the house, they labor in vain that build it."

They may be led to adopt and live up to, as best they can, the "Teacher's Covenant" which has so greatly blessed many departments of many Sunday schools:

TEACHER'S COVENANT.

To be a King's teacher, means love, prayer, service, self-sacrifice, believing that the end we have in view, that of guiding immortal souls in the way of the kingdom of heaven, is worthy of the best that I have. I hereby most solemnly promise, as a member of the church and the Sunday school:

First—To attend Sunday school regularly, rain or shine, heat or cold, allowing *nothing* but sickness or absence from the city to keep me away.

Second—In case of unavoidable absence, to notify department superintendent the day before.

Third—To be punctual, in my place by 9:15 o'clock.

Fourth—To give as much time as necessary, through the week, for careful preparation of lesson.

Fifth—To bring offering each Sunday.

Sixth—To take part in all exercises.

Seventh—To be, *if possible* a regular attendant at the weekly Teachers' Meetings.

Eighth—To give all the time that I can to visiting my scholars during the week.

Ninth—To pray for the Sunday school, the superintendent, the teachers, and for the gift of the Holy Spirit to dwell in my heart, and speak through my lips. With the help of God I will faithfully keep these promises.

CHAPTERS XI AND XII ARE CONTRIBUTED TO THIS DISCUSSION BY REV. W. S. WILEY, MUSKOGEE, OKLAHOMA, FIELD SECRETARY OF THE BAPTIST SUNDAY SCHOOL BOARD, TO WHOM GRATEFUL ACKNOWLEDGMENT IS HEREBY MADE.

CHAPTER XI.

THE SPIRITUAL DEVELOPMENT OF THE INTERMEDIATE PUPILS.

A MOST difficult and promising task—the spiritual development of the Intermediate pupil. Pastors, teachers and parents are lacking here more than anywhere else. It is a most heart-breaking thing to realize what is not being done in our churches for these growing young people.

Spiritual la grippe, pneumonia, typhoid fever, tuberculosis, in a thousand deadly forms infect the spiritual lives of these adolescents because we have failed to make a correct diagnosis and to give the proper treatment of their cases.

There is no single field of Christian service comparable to the land of adolescence with its promise of rich harvests of golden fruitage for the kingdom. It will be a great day for us when we learn how to go in and possess this country.

1. Salvation first.

There can be no development of a thing that does not exist. *There can be no development of the Christian life until the soul is begotten by the spirit of God in regeneration. Salvation is the divine impartation of the God-life through repentance and faith in the crucified One.* To try to cultivate the spiritual life of a person void of it, is like unto the farmer who would undertake to cultivate his fields expecting harvests of grain when no seed have been sown. It is even far worse because to put on a veneering of Christianity is a most deadly peril. *It imperils the life here and guarantees the destruction of the soul in hell.*

2. Growing Christians.

Father, mother, brothers and sisters are all keenly interested and working together for the good, promotion and growth of

the most helpless of all creatures, the human baby. The home has been adjusted and arranged for the advent and the care of this little new comer. Go into the parlor, kitchen or nursery and you will see on every hand evidence of plans designed for its care, protection and growth.

A great meeting has been held. There has come into the spiritual family many new babes in Christ, and in many instances no preparation has been made by the church for their coming, and none whatever for their nurture and growth. You will find no baby clothes in the wardrobe, no baby food on the menu, or spiritual food that can be digested by these spiritual infants.

3. Must be served differently.

The substances that nourish the body are chemically very similar to those that compose it. They are made up of from fifteen to twenty chemical elements, the most abundant of which are oxygen, hydrogen, carbon, nitrogen, calcium, phosphorous, and sulphur. The elements are combined in a great variety of ways in the compounds of both the food and the body. Five general classes of these substances are made as follows: Water, mineral matter, protein, fats, and carbohydrates, the first two of which are called inorganic, the other three organic. In addition to material supplied in food, the body requires the oxygen of the air for the oxidation of nutrients and the production of energy.

The most important thing is knowing how to combine these elements so as to produce tissue, bone, fat, and to build the many groups of brain cells so the human body may be its best and do its best work.

To give the small child and the grown person working indoors the same amount and kind of food needed by those who do heavy manual work—such as chopping cordwood, working in a machine shop or digging post holes—would be to violate every law of building the body. All these laws for the physical body have their counterpart in the spiritual bodies, "for there is a natural body and there is a spiritual body."

The spiritual body needs the oxygen of the preaching service with its combination of spiritual elements. It needs the

nitrogen of the Sunday school—Bible study. It needs the carbonate of the mid-week prayer meeting. It needs the hydrogen of the B. Y. P. U.

The body requires the oxygen of the air for the oxidation of nutriments and the production of energy. This is pre-eminently true as to the spiritual nature. The growing Christian needs that all these elements shall be oxidated and this can be done only in

4. Personal service.

If the Christian boys and girls in our Intermediate departments grow, they will have to obey the inevitable law of growth, which is *hard work*. It is the job of the pastor and everybody in the church to find things, specific things, for these young people to do. To preach to people about working without assigning tasks is the heighth of pulpit nonsense. A pastor who says he cannot get his people to do things confesses his weakness as a leader, at least in that particular church, and should resign.

5. Things they can do.

(1) Serve as ushers for the preaching service.
(2) Take the morning and evening collections.
(3) Look after light and ventilation.
(4) Lead in prayer in prayer meeting, and in the Sunday morning service.
(5) Attend associations as messengers from their churches.
(6) Serve on committees, and as "pastor's aids."

6. Helping in revival meetings.

A Sunday school secretary was asked to teach a class of boys in a one-room school where there were nine other classes, and many of the teachers making the mistake of talking very loud. The secretary asked the boys to talk in an undertone, following the example of the teacher. A few words were spoken regarding the lesson for the morning, then it was found that four out of the twelve boys in the class were unsaved. The Christian boys were asked what they were going to do

about it, and after some little time the boy on the end of the bench got down off the seat, and in an earnest prayer of faith carried the unsaved boys to the throne of God on the wings of his simple petition. Without any suggestion from the teacher all the boys led in public prayer in the midst of noise all about. The four unsaved members of the class were redeemed by the blood that morning and, at the suggestion of the pastor, the Sunday school man made a public appeal, in which twenty-seven others surrendered to Christ. The boy that led that first prayer is now a consecrated worker in the church of which he is a member.

This same Sunday school secretary returned home, once, and found his own church engaged in special revival meetings. The forces were all lined up with the exception of the Intermediate boys and girls, and expressions of some of the members were to the effect that these young people were in a backslidden condition. The fact is, they were being criticized instead of helped. The Sunday school man asked if he might have the boys in special services designed for them. This was granted, and meetings were held from seven to eight o'clock each evening for a period of eight days. The opening song for the first meeting was De Fleury—

> "How tedious and tasteless the hours,
> When Jesus no longer I see;
> Sweet prospects, sweet birds and sweet flowers
> Have all lost their sweetness to me."

The words of this song were pinched to pieces and given to the boys in bits. It simply meant that when a boy gets away from Jesus things go badly—even the flowers lose their beauty and fragrance, and the songs of the birds are not as sweet and musical as they were, all because the boys have been living too far from Jesus. We all bowed our heads in prayer, and every boy prayed out loud for the Lord to help him come back close to Jesus. Three nights later the pastor was asked to come in, and heard twenty-five boys pray out loud, each of them calling the name of the pastor as they asked the Lord to bless him in preaching the Word of God to the people that night. He changed his theme for the evening,

basing his sermon on what he had heard in the boys' meeting. A boy named Jack was converted and two nights later he was heard sobbing as he sat in the auditorium during the preaching service. The Sunday school man was sitting with the boys, and sought to find the reason for Jack's broken heart, and when asked about it, Jack said, "I'm all right and will hush crying as quickly as I can. My papa and mamma and two brothers are unsaved."

A statement was made to the audience, and the pastor said, "If five hundred of our members were as deeply concerned about their loved ones and neighbors as Jack, this city would be swept into the kingdom of God."

Jack's comrades gathered about him at the close of the service and entered into a compact to go to his house and endeavor to win his loved ones to Jesus. Every lost boy brought into the meetings was saved, and the spirit of comradeship was beautiful to behold.

The author of this chapter has given twenty-five years to the study of boys and girls and has been engaged in working with them during all this time. He has never failed to secure their co-operation, and out of thousands of requests for service on their part, not a single one has declined to perform the service asked. They cannot be driven, but they can be guided, and for the pastor or anyone connected with the matter of training to undertake to do it any other way is to utterly fail.

The adolescent period has been defined "as nature's last great effort to give the world a man or woman." They cannot help being what they are and wherever trouble and failure come it is due not to them, but to unwise and foolish leadership.

7. The Lord's Supper.

We are very careful as a denomination to insist upon having every person properly baptized, and this is right. But what about the Lord's Supper?

The two ordinances are equal in their importance in their places and one is just as essential as the other, and yet a very small per cent of the pupils up to sixteen years of age, who belong to the church, take the Lord's Supper at all. If the

Lord's Supper is important at all, it is more important that the young people should observe it than that we older ones should.

If the young people of our churches take the Lord's Supper, some special personal work must be done in addition to the mere announcement from the pulpit. Parents, Sunday school workers and pastors will have to work together if this is accomplished. It would be a good thing to observe both the ordinance of baptism and of the Lord's Supper at the close of the revival meeting, with all of the new converts sitting at the front.

8. Must believe in them.

Verily, verily, I say unto thee, except you believe in them ye shall come to sorrow and great tribulation, for it will come to pass that all you say and do shall come to naught.

Do not deceive yourself. They know whether or not you believe in them, and unless you can learn to believe in them you had better give up your class. Jesus was a great believer in frail humanity despite its faults. It helps materially for us to know that there are those who believe in us; it stimulates, encourages and gets out the best there is in us.

As long as a pastor believes in his people, just that long and no longer can he lead them. The teacher of Intermediate pupils *must believe in them.*

9. Must depend upon them.

Jesus believed in, and depended upon, his disciples; and every Christian worker must do the same thing if he succeeds in the largest way. Pastors and teachers are constantly saying they cannot depend upon their people to do things. Such admission indicates in most cases a lack of the finer qualities of leadership. Great leaders always make it known that they are depending upon their people, and hence they are not disappointed.

Nothing helps the Intermediate pupil more than to know that somebody is depending upon him. If you want to get the best out of your pupils, *depend upon them.*

CHAPTER XII.

THE INTERMEDIATE PUPIL AND THE PUBLIC SCHOOL.

By the public school is meant the system of popular education carried on by the state at the expense of its tax payers. The public school system of the United States is a direct product of our Christian civilization and will continue to be a great blessing and ally of our churches in extending the Messiah's kingdom, if only we are wise in our day and generation. The public school as an institution offers the largest opportunity for the impact of our supernatural and divine Christianity. If we improve this opportunity, things will go well; if we do not, destruction awaits us at noonday.

1. Relation to the public school is vital.

(1) They attend it. The American youth spends most of the growing period of his life in the public school, beginning at six years of age and continuing to the age of eighteen or twenty. The school term has been lengthened until it extends through nine months in the year, and through a period of twelve years before going to college. If there were no other consideration save the element of time, the public school would be an important and vital factor in the growing life of the Intermediate pupils.

(2) They belong to it. This means far more than merely attending it. The Intermediate pupil may go to the show, but does not *belong to it.* The public school is an institution in which the adolescent holds membership.

(3) It belongs to them. They own it. It was made for them. It is their institution. They are a part of it, and it is a part of them. The Sunday school worker that fails to take account of an institution so vitally related to their pupils, is failing at the center.

2. *The public school brings to bear its influence upon the lives of Sunday school pupils in many ways.*

Note a few of them, as follows:

(1) As an organism. Institutions as such have tremendous effect upon the adolescent. Just at this time there is to be seen a greater display of American flags than for many years because of the agitation and trouble incident to the war in Europe. The flag represents a compact, an organism, the life of our country, therefore it interests and thrills all life. The theater, the stock exchange, the churches, the pool rooms, and the schools all have influence as institutions.

(2) As an organization. As an organization, the public school expresses life in many ways. It is a social institution of tremendous power, moulding and fixing the social status of the men and women of tomorrow.

(3) By means of school athletics. Public school athletics are coming more and more into prominence as a factor in the physical development of our young people. The time has come when the Sunday school teacher must not only withdraw opposition to well regulated school athletics, but must stand for it when it is carried on in the right way. It is our business to take into account all the forces that influence the growing boy and girl, utilize such as are good and seek to put an end to the bad.

(4) By means of the school spirit. The school spirit is a real, tangible, red-hot something that sweeps things before it. It has a body with two good eyes, two hands and two feet. It can see, hear, taste, smell, and feel. If you don't believe it, try to run counter to it and you will be convinced. What school boy ever forgot the comradeship found in his public school days?

(5) By means of the teacher's life. "How can I hear what you say when what you are is sounding so loudly in my ears?" says Emerson. What the teacher is, counts for more than what he says. *What the teacher is should concern the school boards far more than what he knows.* The school teacher whose life points the right way is a true missionary of the cross. Such a life makes a distinct and valuable contribution to character-building for time and eternity. Such a teacher is a bless-

ing to the community, a safeguard through the strange land of adolescence, and an honor to the profession.

The public school teacher whose life points the wrong way is like an open sewer giving out the poisonous odor from its stenching contents. The school teacher who says, "It is nobody's business what I do outside the school house," is not only a bad example, but a dangerous quantity in the community. Let it be said, however, the most of our teachers in the public schools are conscientious, true Christians, and many of them are among our best Sunday school teachers.

When Solomon said, "Train up a child in the way he should go, and when he is old he will not depart from it," he certainly meant to take into consideration more than the instruction given in the home. The home has its place and no other school can do its work or take its place. The whole creation hath neither nook nor corner where parents can shift the responsibility of the religious education of their children, but outside of the home no institution or person has quite so much to do with the Intermediate pupil as has the public school teacher. The teachers in our public schools hold the destiny of the boys and girls in their hands as no other one class of teachers in this world. They mold the lives of the citizens of tomorrow, both as that citizenship relates to the state and to the kingdom of God. They are the bureaus of information, the working encyclopedias of the communities where they teach. The school house is the community center, and the imperial person within the school house is the teacher. The teacher, clothed in robes of pedagogical royalty, wields a scepter of power over our children little dreamed of by the average parent.

The books studied and the knowledge obtained is all valuable in the educational process, but the stamp of what we call the *teacher's personality is of far more importance than all the others.* We forget most of the things we learned in the books, but we will never forget "teacher." If teachers could understand that the sensitive plate of the child's mind and soul is being indelibly stamped with their personality, the matter of teaching would be a more serious thing. If parents and school boards could be brought to see that their children will come to be like their teachers, there would be more general interest manifested in the kind of teachers chosen.

3. The two teachers working together.

The Sunday school and the public school are separate institutions and must always remain separated; but it is perfectly legitimate and right that they have some cordial, fraternal touch with each other. Plato defines education as follows, "Good education is that which gives to the body and soul all of which it is capable." The view that draws too sharp a distinction between the spiritual life of the youth and all the rest of his life, is radically and fundamentally erroneous.

Such a view ignores the unity of education and the unity of the youth to be educated. The adolescent is not a body plus a mind plus a heart plus a will. He or she is just a human being in the making, and whatever influences are brought to bear upon them are brought to bear upon the whole of them.

The public schools are the natural leaders in all branches of secular learning, vocational training, and in maintaining standards of scholarship. The Sunday school must lead in the preservation of lofty ideas and the true spirit of altruism and brotherhood of which Jesus of Nazareth was founder. The ideal civilization is to be found only where each type of institution shall exercise influence over the other.

It was clearly the purpose of the founders of our republic that all education should have in it the moral element, and without Christianity that is impossible. Daniel Webster, in his oration entitled "The First Settlement of New England," said, "Our ancestors were brought hither by their high veneration for the Christian religion, and founded their government on morality and Christianity. They journeyed by its light and labored in its hopes. They sought to incorporate it with the elements of their society and diffuse its influences through all their institutions—civil, political, and social."

The Sunday school needs the impact of the public school in order that it may do better teaching. The public school needs the impact of the Sunday school and of our divine Christianity in order that it may discharge its full duty in preserving the ideals of the founders of this country. Therefore, they should co-operate.

4. They should know each other better.

It is too often true that the Sunday school teacher and the public school teacher are strangers to each other. They teach the same pupils and they need to know each other in order that they both may know their pupils better. The Sunday school teacher should make regular and *systematic visits* to the public school and should be familiar with the study courses being taken by their pupils, also the general reading done in and out of the public library.

5. Their problems are related.

The problem of the public school teacher is to rightly interpret God's universe to the growing youth. No teacher who is a stranger to God can do the best work in unfolding God's world to the pupil. To know God, one must come to him by repentance and faith.

The problem of the Sunday school teacher is the problem of the public school teacher, *plus the divine side.* The teacher in the public school stops at the threshhold, while the Sunday school teacher walks into the sacred precincts of the soul and ministers there.

6. They should attend institutes together.

The teachers of boys and girls should by all means attend institutes and training schools together. When a meeting is held for teachers in the public school, teachers in the Sunday school should attend and take part. When institutes and training schools for Sunday school teachers are held in the community, the teachers in the public schools should be invited and even urged to attend.

7. A present-day basis of co-operation.

Sunday school teachers may be divided into two general classes: Day school teachers and parents. These classes rarely over-lap, and very few Sunday school teachers are found outside of them.

In the territory of the Southern Baptist Convention it is especially true that the majority of day school teachers are

Christians and members of the leading denominations. Many of them are graduates of our best denominational schools and are consecrated to the work of the kingdom.

These are also in the majority of cases Sunday school teachers. The very fact that they have had college training and are teaching as a profession makes them first choice for Sunday school teachers. To them is due much of the progress in methods in the present-day Sunday school. Being students of pedagogy, they are the first to respond to a call for conference upon Sunday school pedagogy. They have been champions of better equipment, better lesson courses, and methods.

We gratefully acknowledge our indebtedness to them. They are the Lord's own—diligent about the King's business and capable in the performance of it.

Of late years there have been instituted two lines of activity which offer to parents and day school teachers an opportunity to meet together for the study of the pupil—his mental, physical and spiritual needs—and of methods which will enable teachers to meet these needs. They are:

(1) The teacher training work, or the study of the Normal Course text-books for Sunday school workers. Classes studying these books meet in cities, towns and villages all over the Southland. Often a public school teacher is the teacher of the class. In the class, often, there will be a number of the best teachers in the community, the parents who are Sunday school teachers, and the rank and file of the church workers. Thus the day school teacher renders a valuable service. What place is more unique or responsible than to be the teacher of teachers?

Should the class be taught by the pastor or other qualified teacher, the public school teacher is usually in the class, and none more appreciative of the methods and suggestions offered by the book; none quicker to see and appreciate their worth and application.

These classes offer opportunity for exchange of views, and the opinions of parents, day school teachers, and others prove mutually helpful. That rare knowledge of successful methods of teaching which the day school teacher has gotten by actual experience proves as valuable to a parent, as the parent's

knowledge of the pupils' inner life gotten in the home proves to the day school teacher who is not a parent.

(2) The parent-teachers association. This organization is growing in favor and proving more and more helpful to both the elements which make it up. The meetings of this association are delightful occasions of pupil study. They are teacher training sessions, with the application to the day school instead of the Sunday school. Parents and teachers take up together the needs of the pupil—physical, mental and moral; they discuss the conditions of the building and grounds of the day school—the light, heat, ventilation, sanitation, character of textbooks, lines of study and methods of management. What finer teaching "clinic"?

As a result of these meetings, parents get the point of view of the day school teacher and learn to co-operate, in the home, with them. They can easily carry over into the world of the Sunday school these ideas, and learn to be no better satisfied with the wrong conditions in the Sunday school than they are in the day school.

Should it be known that a public school teacher is not a Christian, such occasions as the parent-teacher association becomes to the earnest Sunday school worker an opportunity for soul-winning. Friendly conferences about the welfare of the boys and girls offers an easy and natural point of contact for an inquiry about the welfare of the teacher's soul. To win the teacher is a fine piece of Christian strategy; it will bless the pupils both in the day school and the Sunday school, and will lead a teacher into union of heart and mind with the Master Teacher—whom to know is life eternal.

QUESTIONS FOR REVIEW AND EXAMINATION.

THESE questions may, at the close of the study, be assigned as a special lesson. Careful and constant review, at each recitation, of all the preceding lessons will bring the class to this final test already prepared.

At least twelve questions, one from each chapter, should be selected for the examination. Pupils making a grade of seventy per cent are given the appropriate *Seal* (No. 5) for their diploma.

CHAPTER I.

(1) In what sense is the twelfth year "the continental divide"?

(2) Name, and state briefly the meaning of, the three periods of life.

(3) What fourfold adjustment must the Intermediate pupil make?

(4) What causes the Intermediate to be lazy and lack physical energy? How long does this condition last?

(5) In what sense is the fourteenth year "tragic"?

(6) What is the Sunday school teacher to do with pupils afflicted with lessened energy?

CHAPTER II.

(1) State in six points the contribution made by the Junior department to the Intermediate department.

(2) What Bible knowledge should Intermediates have who have come through Junior graded lessons?

(3) What opportunities are offered to the Intermediate by the Senior department?

(4) Name the several plans for stopping the leakage from the Intermediate department.

CHAPTER III.

(1) Give two reasons why teachers should study the pupils' characteristics.

(2) Describe the kind of attention possible for Intermediates, and name three methods for dealing with it.

(3) Along what two lines may Intermediates exercise their power of investigation? Name three methods found successful in dealing with it.

(4) Describe the Intermediate's power of memory.

(5) How does the Intermediate's imagination differ from the Junior pupil's? How may the teacher turn this imagination to practical account?

(6) Why is the Intermediate period one of religious crisis? In what two ways may the teacher train the young Christian for his supreme task?

CHAPTER IV.

(1) From what source must teachers for Intermediates come?

(2) Why should men teach Intermediate boys?

(3) What may the teacher know of the Intermediate's home life?

(4) What may the teacher know of the Intermediate's school life?

(5) Of what practical value is this knowledge?

CHAPTER V.

(1) Why does biography best satisfy the Intermediate's mind?

(2) What is the difference between history and biography?

(3) Why are graded lessons superior to Uniform for Intermediates?

(4) What is perhaps the best general method for teaching Intermediates?

(5) State six of the ten methods which are set down as being adapted to Intermediate pupils and not to elementary pupils.

CHAPTER VI.

(1) What is the basis of class organization among Intermediates?

(2) Name the officers of an organized class and make a statement about the chief duty of each.

(3) What relation should the organized class sustain to the school? To the preaching service?

(4) How may church attendance of boys and girls be secured?

(5) Outline the Sunday activities of the organized class. Name six week day activities.

(6) Give the italicized points in the Standard of Excellence for an organized class.

CHAPTER VII.

(1) Give five reasons why departmental organization results in efficiency.

(2) What departments led in the growth of departmental efficiency? What departments came last?

(3) Suggest the right conception of a departmental worker's place in the departmental scheme.

(4) Indicate by diagrams the proper departmental arrangement, and ages, of the Beginners, Primaries, Juniors, and Intermediates.

(5) State five points of difference between a Junior and an Intermediate department.

CHAPTER VIII.

(1) Give four reasons why the Intermediate department needs the pastor.

(2) State five points of difference between the B. Y. P. U. and the Sunday school.

(3) State three ways in which the general superintendent may co-operate with the superintendent of the Intermediate department.

(4) Give two methods of co-operation between the general secretary and the departmental secretary.

(5) In what two ways may the general librarian co-operate with the departmental librarian?

CHAPTER IX.

(1) State briefly six of the duties of departmental superintendents.

(2) Outline the six-point record system.

(3) In what two ways may the Intermediate librarian serve?

CHAPTER X.

(1) What is the chief difference between the "A-1" Standard and the Advanced Standard?

(2) Name four aims of the Intermediate Standard.

(3) Name five methods of work of the Intermediate Standard.

(4) Outline a departmental program which may serve under ordinary circumstances in an Intermediate department.

(5) Give the essential points in a program for promotion day.

(6) To whom is the Broadus-Manly diploma given? How long may it serve as an award? State some ways of making this award attractive.

(7) Suggest the best plan for promoting Intermediates into the Senior department.

(8) What is *the end* to be attained through all organization, equipment and methods? When can this end be attained?

CHAPTER XI.

(1) In the spiritual development of Intermediates, what is first?

(2) What is the inevitable law of growth for Intermediates? Name some things they can do.

(3) Why is attention called to the Lord's Supper?

CHAPTER XII.

(1) What twofold relation does the Intermediate bear to the public school?

(2) Name five ways in which the public school influences the lives of Sunday school pupils.

(3) What was the educational purpose of the founders of our republic?

(4) In what way is the problem of the day school teacher and of the Sunday school teacher related?

(5) What present-day basis of co-operation has developed? Make a statement as to the nature of each point.

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Leavell, Landrum Pinson
AUTHOR

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